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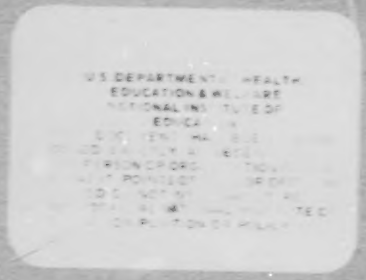
ABSTRACT

The general objective of the program phase of the project was to implement a model program in Occupational Education Administration. The training phase objective was to recruit, train, obtain certification for, and place eight occupational education administrators while gathering information for the development of similar programs. Eight employed teachers were provided with a one-fourth time internship under the daily supervision of the local administrator, with the University providing overall supervision, seminars, and classes, all for graduate credit. The content of the academic year internship consisted of the accomplishment of 159 competencies; summer school was devoted to a full course load. At the end of the training period all participants had received the proper certification and all became employed in leadership positions. Evaluative data suggest that a combination internship and accompanying classroom experience provided competency development that was superior to either method offered alone, although the project approach is more costly than the traditional approach to school administrator education. It was recommended that some techniques and methods used should be refined and/or modified during a second year of program operation, and an attempt should be made to package the instruction to be usable by other educational institutions. (SC)

ED 089096

THE IMPLEMENTATION OF
A MODEL
COMPETENCY BASED GRADUATE PROGRAM
in
OCCUPATIONAL EDUCATION ADMINISTRATION



A Pilot Program

Conducted by

Department of Occupational Education,
Southern Illinois University at
Carbondale

In Cooperation With

The Illinois Board of Vocational Education and Rehabilitation
Division of Vocational Technical Education
Professional and Curriculum Development

Contract numbers: PDT-A3-083 & PDT-A3-084

CE001151

FINAL REPORT

Occupational Education Administration (Program Phase)
Occupational Education Administration (Training Phase)

Conducted under Contract with:

The Illinois Board of Vocational Education and Rehabilitation,
Michael J. Bakalis, Executive Officer

Division of Vocational and Technical Education
Sherwood Dees, Director

Professional and Curriculum Development Unit
William E. Reynolds, Coordinator

Personnel Development
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Project numbers: PDT-A3-083 & PDT-A3-084

Director

Dr. Wayne S. Ramp, Professor
Department of Occupational Education

Assistant Director

Dr. James C. Parker, Assistant Professor
Department of Educational Administration and Foundations

Southern Illinois University

at

Carbondale

September 15, 1973

ACKNOWLEDGMENTS

Any project which must rely upon the assistance and good will of several independent organizations must necessarily become indebted to many people. This is especially true in the case of the Occupational Education Administration Project. Special thanks must go to the board of education of the cooperating school districts and their administrative staff members. The following school districts lent support and encouragement to this project: Centralia High School District No. 200; Dahlgren Community High School No. 97; Edwards County Community Unit School District No. 1; Fairfield Community High School District No. 225; Hutsonville Community District No. 1; Valmeyer Community Unit School District No. 3; Waterloo Community Unit School District No. 5; and Wesclin Community Unit District No. 3.

Within the University many units and people have provided service and support to the project. Special mention should be made of Dr. John M. H. Olmsted, Dean of the SIU-C Graduate School and Dr. Thomas O. Mitchell, Associate Dean of the Graduate School, both of whom, along with their staff members, were instrumental in the academic as well as the management aspects of the project. Mr. Irving W. Adams, University Legal Counsel also lent invaluable assistance. Finally, a word of appreciation to the wives and families of the eight participants is in order. During the past year the usual state of affairs found "Daddy" either in deep study or away from home.

Ron Sanderson (left) Hutsonville Community Unit #1, Hutsonville, Ill. Supervisor, Supt. Merle Holsen (center) and Dr. Fred J. Armistead, Supervisor of Intern Program. Sanderson has been teaching for the past five years. He will assume the duties of Ass't Dean of Student Services at Lincoln Trail College, starting the fall of 1973. Sanderson felt that "the program was an excellent way to learn the competencies for a vocational administrator."

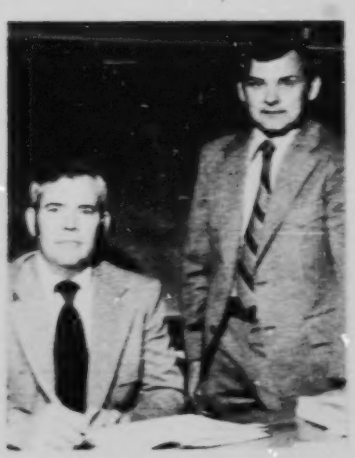
Kenneth D. Miller (right) Fairfield Community High School, Fairfield, Ill. Supervisor, Supt. Weldon Kendrick. Miller has been teaching for the past 12 years and has been the acting vocational coordinator. He will become the vocational director for the coming year and continue as the vocational coordinator. Miller commented that the "program provided confidence and the ability to help others in achieving desired goals."

Martin Oliver (right) Waterloo Comm. Unit District #5, Waterloo, Ill. Supervisor, Dr. Bruce Miller, Principal of Schools. Oliver has been teaching for the past 13 years and will assume the duties of vocational director for the coming year. He felt that the "practical aspect of the program was very meaningful and working as an intern gave a feeling of accomplishment."

Lawrence Jones (right) Wesclin Schools, Trenton, Ill. Supervisor, Supt. H. Frank Clare. For the past year, Jones has been acting vocational director and has been teaching for the past 12 years in ag. occupations. Jones has been named the vocational director at Wesclin Schools for the coming year. Jones felt "the idea of on-the-job training is an excellent way to prepare a vocational director for his duties."

Paul E. Cross (left) Hamilton County Community Unit District #10 Dahlgren, Illinois. Supervisor, J.W. Gholson, Supt. of Dahlgren Schools. Cross has 10 years of teaching experience at the Dahlgren H.S. He has been appointed the vocational director for the 1973-74 school year. Cross commented that "the program provided an excellent opportunity for training in the field of vocational administration.

Clifford Christian, (left), Centralia High School, Centralia, Illinois. Supervisor Don Woodard, Supt. of Schools. During the past year, Christian was the vocational department chairman and taught advanced woodwork. He has been appointed the vocational director for the coming year. Christian felt "the intern approach is the most practical method of training vocational directors."



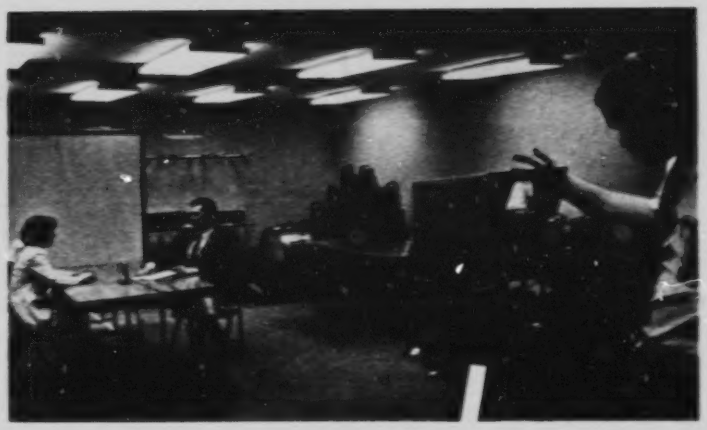
Robert Heavner (right) Valmeyer, Ill. Supervisor Supt. Harold R. Baum. Heavner has been teaching ag. occupations for the past 11 years. He will function as the vocational director for the coming year. He regarded the visit to the offices of the Division of Vocational and Technical Ed. "as an opportunity to make valuable contacts for future use and to better understand the functions of DVTE."

Steve Pollock (right) Edwards County Senior High School, Albion Ill. Supervisor, Supt. LeRoy Harris. Pollock has been teaching for the past 20 years, the past two years in the heavy equipment department and acting as vocational leader. He will become the vocational director for the coming year. Pollock felt that the "program provided him with the knowledge and skills to serve effectively as vocational director."

PROJECT ACTIVITIES

The project's training program included classroom theory courses held at Centralia, Ill., conducted by the staff and guest lecturers. Ass't project Director James Parker usually directed these sessions and was assisted by David Brewer, research assistant.

To complete many of the competencies, classroom simulation was used. During individual interviews of prospective personnel, closed circuit tv was utilized, thus enabling the intern to receive immediate feedback.



During the year, the staff of the Division of Vocational and Technical Education attended many training sessions to evaluate the project and to provide information to the interns. The interns also attended workshops and spent time visiting with DVTE staff at Springfield, Illinois.

Visitations were conducted monthly by Dr. Fred J. Armistead to aid in the development of the competencies performed on-the-job. The project staff also participated in a visitation of the schools to observe the intern at work and to document the project by visual means.

An important aspect of the program included the intern assuming the duties of the vocational director. Martin Oliver, intern from Waterloo, Ill. offers assistance to a fellow staff member in the preparation of requistions for new equipment.

The project called for the intern to be released from classroom duties to assist in the administration activities of the schools. Combining some regular teaching duties while learning the duties of the vocational director resulted in a very hectic and busy year for Ken Miller as well as the other interns.

ABSTRACT

Occupational Education Administration (Program Phase)
Project Number DVTE-PDT-A3-083
Occupational Education Administration (Training Phase)
Project Number DVTE-PDT-A3-084
Funded by the Illinois Board of Vocational Education and Rehabilitation Division of Vocational and Technical Education, Springfield, Illinois, July 1, 1972-August 15, 1973.

Project Director: Dr. Wayne S. Ramp, Professor, Occupational Education.
Assistant Project Director: Dr. James. C. Parker, Assistant Professor, Educational Administration and Foundations.

Agency: Southern Illinois University at Carbondale.

Program phase objectives: The general objective was to implement the model program in Occupational Education Administration that had been developed as a part of the Illinois Master Plan for Personnel Development. Specific objectives were:

a. To develop interdisciplinary approaches, strategies and resources for providing a delivery system for the model graduate program.
b. To develop instruments and techniques to assess competencies of prospective students. (e.g. assessment packages, written, oral, performance.)
c. To identify resources and personnel in the public and private sector that could be utilized in the implementation of the model program. (e.g. U.S. military training programs; private corporation in-service programs, Department of Labor activities, and management institutes.)
d. To identify, procure and/or develop instructional materials to be used in the development of individual competencies.
e. To develop a viable system for assessment of competency development.
f. To evaluate the effectiveness of instructional strategies in meeting the desired individual competencies.
g. To cooperate with state institutions in comparing and analyzing program growth and development.
h. To maximize inter-institutional design, procurement, development of materials and training and evaluation methods.

Training phase objectives: The overall objective of this phase of the project was to recruit, train, obtain certification and place eight occupational education administrators while gathering information for the development of similar programs. Specific supporting objectives were:

1. To test, under actual conditions, the newly developed model program for occupational education administrators.

2. To identify strengths and weaknesses in the model program.
3. To provide schools, and/or other career education agencies in the State of Illinois with eight fully certified, and competent, occupational administrators.
4. To identify workable methods for effective recruitment of occupational administrators.
5. To develop effective placement techniques for occupational education administrators.
6. To provide information for evaluating the new model program for training occupational education administrators.

Description of activity: In September of 1972 eight project participants were recruited to pursue a pilot graduate level competency based program that was calculated to provide preparation, certification and placement in leadership positions in vocational education in school programs. Employed teachers were nominated by the superintendents of their respective school districts, and eight were selected and enrolled in the program. Each school district provided the participant with a one-fourth time internship under the daily supervision of the local administrator. The University provided overall supervision of the internship and seminars and classes were conducted that complemented and enforced the internship. The content of the internship consisted of the accomplishment of 159 competencies that had been identified and validated in an earlier study. Participants received graduate credit for the internship and were simultaneously enrolled for course work, some of which was conducted in the classroom, and some that was done by individual assignment. This approach was followed during the academic year. All pariticpants were enrolled for a full course load during the 1973 summer session. At the end of the training period all participants had received the proper certification and all became employed in leadership positions--seven as directors of vocational education in secondary schools and one as assistant dean of students responsible for vocational guidance in a community college.

Participants: Christian, Clifford; Centralia, Illinois; twelve years experience as an industrial arts teacher. Cross, Paul; Dahlgren, Illinois; ten years experience as an agriculture teacher. Heavner, Robert; Valmeyer, Illinois; eleven years experience as an agriculture teacher. Miller, Kenneth; Fairfield, Illinois; industrial arts teacher and coop coordinator for twelve years. Jones, Lawrence; Trenton, Illinois; agriculture and vocational industrial teacher for seven years. Oliver, Martin; Waterloo, Illinois; industrial arts teacher for ten years. Pollock, Stephen; Albion, Illinois; eighteen years experience as a vocational-agriculture teacher plus two years heavy equipment instructor. Sanderson, Ronald; Hutsonville, Illinois; agriculture teacher and coop coordinator for five years.

Resource persons: Dr. Charles Joley, Coordinator, Occupational Teacher Education, Eastern Illinois University, and Dr. Lloyd Phipps, Chairman, Vocational-Technical Department, University of Illinois at Urbana, provided consultative and evaluative services to the project. Dr. John H. Johansen, Associate Dean, College of Education, Northern Illinois University, Mr. Dwight E. Davis and Mr. Joseph Borgen, Co-Directors of the Illinois Occupational Curriculum Project provided workshop services to the project staff and the participants.

Personnel from the Illinois Division of Vocational and Technical Education made various academic and logistic contributions to the project. Also utilized as consultants and instructors were professional staff members from the College of Education, Southern Illinois University at Carbondale, Illinois.

Materials developed: The materials developed to support the work of the project included: (a) recruitment letter, (b) news releases, (c) new teacher orientation survey, (d) bibliography on teacher dismissal, (e) correlation of IOCP procedures and administrative competencies, (f) correlation of UCEA simulations and project competencies, (g) University-local school contractual agreement, (h) individual portfolio (79 pages) of competency development, and (j) project final report.

Summations of evaluative data collected: The data suggested that the overall approach offered excellent training and appropriate job placement to the participants in the programs. The evidence indicated that a combination internship and accompanying classroom experience provided competency development that was superior to either method offered alone. Further evidence suggests that the project approach is more costly in terms of staff time and travel money than the traditional approach to school administrator education.

Judgments and recommendations: The first year of the program was a successful undertaking. However, identified problems indicate that some techniques, and methods used should be refined and/or modified during a second year of operation. An attempt should be made to package the instruction in such a way that it will be acceptable and usable in the many educational institutions that prepare administrators of occupational education programs.

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PART I

PROJECT PROCEDURES

BACKGROUND AND OVERVIEW

The expansion and broadening of vocational education in the public schools accompanied by a national concern for career education at all levels of the educational system has created a need for professional personnel to manage and direct viable occupational education programs. Along with the increased emphasis upon world of work education for all students has come a realization that school administrators in general have not been equipped by their programs of academic preparation to deal with the myriad problems that attend sound vocational program planning and implementation. At the same time, students and the lay public have begun to clamor for "relevance" in programs and "accountability" for those who would manage educational systems. A result of this situation is manifested in the concept of competency based instruction as opposed to theoretically based instruction. From this idea it was but a short step to the idea that administrators, too, might well be prepared for their future positions through a system of instruction which was based upon mastery of known competencies required for success rather than through the traditional approach which relied almost exclusively upon administrative theory for the subject matter that comprised most of the prospective school administrator's graduate program of preparation.

In Illinois the school administrator's situation in regard to vocational education hss come into the spotlight because responsibility for decisions regarding local vocational and/or career education programs has been shifted from the state level and placed squarely upon the local school

district. In past years the school administrator's had merely to follow the requirements promulgated by the designated state vocational education official and the local program would be approved to receive state and federal funds. In recent years each school district has been required to develop an appropriate local plan for vocational education in grades K-12. This plan is either approved or disapproved in whole or in part and becomes the document which determines the amount of state vocational funding that will accrue to the local school. One important feature of the local plan is the requirement that one person be designated as responsible for its implementation. In some cases, the school superintendent has accepted this responsibility in toto. In other cases he has delegated the responsibility to someone, usually a building principal or a curriculum director who held the administrative endorsement required of all school administrators in the state of Illinois. In still other situations the chief school administrator has assigned the duties related to managing the vocational program to a promising vocational teacher who does the work but is not given an administrative title because he does not hold the administrative endorsement. It should also be noted that in many large schools having a history of fielding strong vocational programs a well qualified and certificated vocational director is in a firmly established position.

Against this background the Professional and Curriculum Development Unit of the Illinois Division of Vocational and Technical Education in the fall of 1971 issued an RFP (Request for Proposal) for two teacher education institutions to develop a model competency based graduate

program which would lead to the preparation, certification and employment of qualified directors of vocational education programs in the schools. This cooperative project was awarded to Illinois State University at Normal, Illinois and Southern Illinois University at Carbondale under the direction of Dr. Edward Anderson representing I.S.U. and Dr. Wayne Ramp representing SIU-C. The model program that was developed as a result of this effort was then made the basis for a follow-up project which required two universities to each enroll eight qualified students in order to implement the previously developed model competency based graduate program in Occupational Education (For full details of the model, see "Model Graduate Program in Occupational Education," Final Report, Board of Vocational Education and Rehabilitation, Division of Vocational-Technical Education, project numbers PDCA2-128 and PDCA2-157, Springfield, Illinois, June 30, 1972). Both institutions that had worked together to develop the competency based model were awarded funds for its implementation.

THE SIU-C PROGRAM OF ACTIVITIES

Although the original intent was for the project to get underway early in the summer of 1972, in order to make use of the 1972 university summer session and to coincide with the fiscal year, it was not until September of 1972 that the necessary agreements were consummated. The project consisted of two separate but coupled activities which necessitated two separate contracts but which operationally worked as one project. Project "A" was entitled Occupational Education Administration (Program Phase) and project "B" was entitled Occupational Administration (Training

Phase). The program phase dealt with developmental, teaching and support activities and was funded by DVTE from state funds. The training phase was supported by DVTE using EPDA federal funds and consisted of activities and expenditures which directly supported participating students in the program.

Objectives

A. Program Phase

The general objective of this phase of the project was to implement the model graduate program in career education administration that had been developed as a part of the "Illinois Master Plan for Personnel Development." Specific objectives included:

1. To develop interdisciplinary approaches, strategies and resources for providing a delivery system for teh model graduate program.

2. To develop instruments and techniques to assess competencies of prospective students.

3. To identify resources and personnel in the public and private sector that could be utilized in the implementation of the model program.

4. To identify, procure and/or develop instructional materials to be used in the development of individual competencies.

5. To develop a viable system for assessment of competency development.

6. To evaluate the effectiveness of instructional strategies in meeting the desired individual competencies.

7. To cooperate with State institutions in comparing and analyzing program growth and development.

8. To maximize inter-institutional design, procurement, development of materials and training and evaluation methods.

B. Training Phase

The overall objective of this phase of the project was to recruit, train, obtain certification and place eight career education administrators, while gathering information that would provide guidelines for future development of similar programs. Specific supporting objectives were:

1. To test, under actual conditions, the newly developed model program for occupational education administrators.

2. To identify strengths and weaknesses in the model program.

3. To provide schools, and/or other career education agencies in the state of Illinois with eight fully certified, and competent, occupational education administrators.

4. To identify workable methods for effective recruitment of occupational education administrators.

5. To develop effective placement techniques for occupational education administrators.

6. To provide information for evaluating the new model program for training occupational education administrators.

Organization

When the project contracts were finally approved by DVTE and SIU-C,

the University was not in session and the public schools had completed three weeks of the new school year. In spite of the late start, the project director and the assistant director drafted a letter which was sent to approximately 300 school superintendents in the SIU-C service area. (See appendix A) This letter gave a brief description of the project, minimum criteria for student applicants, and requested the superintendent to nominate a candidate to participate in the project.

This mailing resulted in numerous telephone calls from superintendents and letters of nomination which committed the superintendent to cooperation if his nominee was finally selected. From this list of nominees eight participants were selected by the project staff in cooperation with the Illinois EPDA director. The following criteria were used as a basis for final selection of participants:

1. Recommendations by their school superintendents
2. Work experience and teaching background in Occupational Education
3. Extent of past commitment and involvement in vocational education.
4. Size and breadth of the vocational program where presently employed.
5. Degree of support of the candidate's school superintendent as evidenced by a stated willingness to provide internship time and experience and released time for special activities.
6. Admissibility to the SIU-C Graduate School
7. Acceptability under EPDA guideline requirements

The eight participants and their supervising administrators (usually this was the local school superintendent, but in one case this responsibility was given to a building principal) were invited to the campus where a meeting with the Chairman of the Occupational Education Department, the Chairman of the Department of Educational Administration and Foundations, the DVTE Assistant Director of Professional Development and EPDA representative, and the project staff was held. Procedural and academic questions

were raised and answered at this time. Following the general meeting a Memorandum of Understanding was developed which set forth the terms of cooperation between the university and the local school district (See Appendix G.)

The school was requested to provide the participant who was on the school payroll with at least two hours per day or one-fourth time released from his normal duties in order that he might pursue an internship or on-the-job experience program which would provide the vehicle for imparting the desired administrative competencies. The school and/or the participant was given the option of either placing the participant on three-fourths salary (in which case the project could have paid a stipend equal to one fourth salary to the participant) or leaving the participant on the payroll full-time at his regular salary and billing the project for $300.00 per month for services rendered. The services rendered included (a) released time for the participant, (b) special supervision by the local administrator, (c) special meetings for the participant and (d) the additional office space required for the intern in the central office. In all cases local school personnel chose to bill the project for services rendered. This approach had at least two major advantages to the school system. First, there was no problem with fringe benefits for the participating employee, and second, the school system had greater flexibility in the use of the funds received. Seven schools employed their intern on a nine or ten month basis and the eighth school employed their intern on a twelve month contract. The seven schools received reimbursement for nine months of service and the eighth school was reimbursed for eleven months of service.

Although the project staff exercised no control over what was done

with the money reimbursed to the schools for services rendered it is interesting to note that some schools did one or more of the following:

1. Employed a part-time teacher to do the work from which the intern had been released.
2. Paid other teachers in the school system overload pay to perform duties from which the intern was released.
3. Reimbursed the intern for travel which was not reimbursable under the project contract.
4. Reimbursed the intern for instructional materials which were not provided by the project.
5. Paid for secretarial services for the intern.
6. Deposited the money in the general school account to be used wherever needed.

The seven students who had a ten month or less contract with their school district, attended the 1973 summer session as a part of their program and received two months stipend at $300.00 per month for this activity. The student on twelve month appointment also attended the summer session, but as previously noted, his school district received the stipend money ($600.00) as reimbursement for the released time during the summer session.

Six students entered the program holding the Master's Degree but not the administrative endorsement. Of these, three had degrees in Agriculture and three were Industrial Education majors. Two students held the B.S. in Agriculture and were required to complete the M.S. in Ed. degree in the Department of Occupational Education.

The program for those holding the Master's degree was as follows:

Fall Quarter 1972

EDAF	511A	4 q.h.	Internship
EDAF	575A	4 q.h.	Independent Research-Curriculum
EDAF	576B	4 q.h.	Readings in Administration-Foundation

Winter Quarter 1973

EDAF 511B	4 q.h.	Internship
EDAF 576B	4 q.h.	Individual Research-Supervision
Occ.Ed. 580	4 q.h.	Seminar in Occupational Education

Spring Quarter 1973

EDAF 511C	4 q.h.	Internship
EDAF 508A	4 q.h.	Interdisciplinary Seminar in Education
Occ.Ed. 425	4 q.h.	Practicum in Occupational Education

Summer Quarter 1973

Occ.Ed. 485	3 q.h.	Principles & Philosophy Vo-Tech.
Occ.Ed. 510	4 q.h.	Planning Occupational Education Facilities
Occ.Ed. 430	2 q.h.	Special Problems
Elective	4 q.h.	EDAF or Occupational Education

The Master's degree program required the same courses but in winter, spring and summer quarters Occupational Education 540 Research Methods, Occupational Education 525, Cooperative Vocational Technical Education, and Guidance 541 Occupational Information were substituted for Occ. Ed. 580, 425 and the elective in the respective quarters.

The Academic Year

The six students who held Master's degrees were encouraged to apply for admission to the EDAF Sixth Year Specialists' Program and three were accepted during the project period. The remaining three procrastinated and at the close of the project their applications were pending. It appears that those interns who continue their education in the Sixth Year Specialists' program will receive credit for approximately one half of the work done in the Occupational Education Administration Project. The Sixth-Year Specialists' Program eventuates in the Level III endorsement which is the certification required of school superintendents. It

should be possible for those who continue, to complete this program during the next two years. It should be noted that this program is independent from the objective of the project which was committed to obtaining the Level I supervisory endorsement that is required of vocational directors in the State of Illinois. At the close of the project all eight of the participants had in fact applied for and received the Level I endorsement. Seven of the eight were employed for the coming school year as vocational education directors and the eighth changed employment and will be an assistant dean of a community college.

During the fall, winter and spring quarters each intern and his supervising administrator was charged to complete a block of competencies that were assigned through use of the competency portfolio (See Appendix M). The project staff had previously allocated specific competencies to be developed during each quarter. The selection of the competencies to be developed during a given quarter was based upon information which was thought to be valid regarding the time of the school year when a given competency might most logically occur. For example, the competencies dealing with the interview, selection and employment of teaching staff were placed in the winter quarter because it was thought that this activity normally first appears in the schools during this time. Likewise, the competencies dealing with evaluation were placed in the spring quarter portfolio.

Each intern was visited at least twice during each quarter by the EDAF professor who was assigned by the department to supervise this experience. The normal pattern followed by the EDAF Department in the matter of interns enrolled in EDAF 511 A, B, C had been to grant twelve

quarters credit for a full time internship and allow only one quarter of enrollment per intern. This allowed the department to justify staff time and held travel costs to a minimum. However, it was the judgment of the project staff that a one-fourth time internship for four quarters credit spread across the entire school year was a preferable arrangement. This approach caused some problem in that the larger number of interns enrolled for a small amount of credit caused difficulty in justifying a credit-hour work load for the intern supervisor. Along with this problem was the problem of travel expense. The project financed the travel expense and the EDAF Department supplied the professor who did this work. It seems that any institution that must justify staff load on the basis of credit-hour production should develop a realistic formula and a budget that will permit excellent performance in this area.

Simultaneously with the internship, participants were enrolled in an independent individualized study course for four quarters credit. These courses were supervised by the project director and the assistant director, both of whom were members of the graduate faculty and conducted this work in conjunction with their normal departmental duties. In addition to the internship and the independent study all interns met in a bi-weekly seminar for which they received four quarter hours credit. These seminars were used as the vehicle to introduce new ideas such as McGregor's "Theory X-TheoryY", to discuss common problems and to provide simulation experiences for competency attainment that did not promise to occur in the internship. Several resource persons and various simulation materials were employed in these sessions. Reading and written assignments were made and examinations were conducted during each of the three quarters. (See Appendices C, D, N).

In partial fulfillment of the seminar assignments all participants were required to:

1. Visit other schools and facilities.
2. Attend a sub-regional DVTE sponsored administrators' conference.
3. Attend and participate in one of the DVTE sponsored Illinois Occupational Curriculum Program Workshops.
4. Serve as a member of a DVTE three-phase evaluation team.
5. Spend two to five days in the DVTE offices in Springfield and/or with the regional DVTE director in the field.

The Summer Session

During the spring quarter the individual competency portfolios were analyzed and from this it was determined that certain competencies had not been achieved during the internship. The most obvious shortcoming appeared in the area of long-range planning and planning physical facilities. For this reason all interns were enrolled in a course offered by the Occupational Education Department entitled "Planning Occupational Education Facilities."

A decision on the part of the Professional and Curriculum Development Unit of DVTE and SIU-C during the spring of 1973 to continue the project for a second year resulted in the recruitment of thirteen participants under the continuation contract. Because this contract period commenced on July 1, 1973 it was possible to enroll the new participants in some of the same classes with the eight who were to complete the program on August 15, 1973. Because of this situation, all twenty-one participants were enrolled in OE 510, "Planning Occupational

Education Facilities". Similarly, all (except for three people who had previously completed the course) were enrolled for Occupational Education 485, "Principles and Philosophy of Vocational and Technical Education". This was a regular departmental offering which met two periods a day for the first half of the summer session. When this course ended the twenty-one participants were enrolled in the same time block (8:00 AM to 10:00 AM) for the final four weeks of the summer session. For this class, OE 430, "Special Problems" was used as the course designation and enrollment was restricted to the project participants. This seminar was conducted by the project staff and permitted time to complete through simulation those competencies that had not been accomplished elsewhere. It was thought that the eight students completing the program would have a salutary effect in the orientation of those just commencing the program. Subsequent observation and evaluation seemed to indicate that this was a questionable assumption. Although it was not mandatory, most of the participants elected to enroll in a two week seminar conducted as a part of the regular Occupational Education Department summer offering entitled "New Developments in Occupational Education." By a fortuitous circumstance the director of the DVTE Program Approval and Evaluation Unit had been employed to teach this course. Most of the participants elected one other regular college course to round out their individual schedules. Some of the courses completed by different individuals were, "Supervision of Occupational Programs," "School Finance," "Occupational Education Legislation," "School Law," "School Administration," and "Cooperative Education."

During the last week of the 1973 summer session a team of outside consultants was employed to assess the work of the project and to make recommendations for future efforts. Dr. Lloyd Phipps of the University of

Illinois and Dr. Charles Joley from Eastern Illinois University visited the campus, interviewed and observed students both in the classroom setting and outside. A special meeting of all participants, their supervising administrators, the project staff, and other concerned SIU-C personnel, including President David R. Derge, was held during the time of the consultants visitation. (See Appendix I for the consultants report.)

SUPPORTING ACTIVITIES

Throughout the academic year and the summer session efforts were made by the project staff to identify and utilize various instructional materials in the special participant seminars. The IOCP materials were analyzed and pertinent activities that were set forth were keyed to specific competencies to be developed in the project. Similarly, a complete set of University Council for Educational Administration (UCEA) simulation materials were purchased in cooperation with the ISU project staff and these activities were evaluated and keyed to specific competencies among the 159 that were the basis for the project. In addition to the SIU-C/ISU joint effort in the purchase of instructional materials the two institutions worked together on other occasions. In December the SIU-C project director and assistant director spent a day in conference with their ISU counterparts. In April both institutions reported jointly to the Illinois Occupational Education Coordinators meeting. In May both projects were represented and reported to the Illinois Conference of Professors of Educational Administration. During the summer the ISU assistant project director spent several days on the Carbondale campus consulting with the SIU-C project staff. In conjunction with the Illinois Vocational Association Convention in Chicago the staff and participants from

both projects held a joint meeting to discuss mutual concerns. The project staff also attended a SPECS workshop and purchased the required materials, some of which were useful in simulation activities with the project participants. The most beneficial activity, however, was the daily internship, closely supervised by the local administrator and the SIU supervisor and controlled by the individual competency portfolio.

Evaluations by those who have participated in the project lead to the conclusion that the first year of operation must be considered to have been successful. (See evaluation section and Appendix E for individual evaluations.)

PART II

PERSONNEL

PARTICIPANTS IN ACTIVITY

In accordance with the provisions stipulated in the contract (DVTE-PDT-A3-084), eight vocational education teachers, each having a minimum of two years teaching experience, were selected as participants in the project. A short biographical sketch on each participant follows.

Clifford C. Christian was the Department Chairman for Vocational Industrial Education, Centralia High School, 1000 E. Third Street, Centralia, Illinois. He was nominated for participation in the project and supervised while a participant by Donald L. Woodard, Superintendent, Centralia High School District. Mr. Christian received a Bachelor's degree in Applied Science in 1961 and a Master's degree in Occupational Education in 1972; both degrees were received at Southern Illinois University at Carbondale. He taught Industrial Arts at Centralia High School for twelve years, and has been named Vocational Director for Centralia High School effective July 1, 1973.

Paul E. Cross was a Vocational Agriculture Teacher at Dahlgren Community High School, Dahlgren, Illinois. He was nominated for participation in the project and supervised while a participant by J. W. Gholson, Superintendent, Dahlgren Community Schools, Dahlgren, Illinois. Mr. Cross received a Bachelor's degree in Agriculture in 1963 and a Master's degree in Agriculture Industries in 1973; both degrees were received at Southern Illinois University at Carbondale. He taught

Vocational Agriculture at Dahlgren Community High Schools for ten years and has been named Assistant Superintendent and Vocational Director for the Hamilton County School District, McLeansboro, Illinois, effective July 1, 1973.

Robert L. Heavner was a Vocational Agriculture teacher at Community Unit School District No. Three, Valmeyer, Illinois. He was nominated for participation in the project and supervised while a participant by Harold R. Baum, Superintendent, Community Unit School District No. Three. Mr. Heavner received a Bachelor's degree in Agriculture in 1960 and a Master's degree in Education in 1967; both degrees were received from the University of Illinois at Urbana. He taught Agriculture at Community Unit School District No. Three for eleven years and has been named Vocational Director for Community Unit School District No. Three effective school year 1973-1974.

Kenneth D. Miller was an Industrial Arts teacher and the Vocational Cooperative Education Coordinator at Fairfield Community High School, 300 W. King Street, Fairfield, Illinois. He was nominated for participation in the project and supervised while a participant by Weldon Kendrick, Superintendent, Fairfield Community High School District, Fairfield, Illinois. Mr. Miller received a Bachelor's degree in Industrail Education in 1967; both degrees were received from Southern Illinois University at Carbondale. He taught English, Industrial Arts, and coordinated an interrelated cooperative education program at Fairfield Community High School for twelve years and has been named Vocational Director for Fairfield Community High School effective July 1, 1973.

Lawrence M. Jones was a Vocational Agriculture teacher and Acting Vocational Director at Wesclin Community Unit District No. Three, Trenton,

Illinois. He was nominated for participation in the project and supervised while a participant by H. Frank Clare, Superintendent, Wesclin Community Unit District No. Three, Trenton, Illinois. Mr. Jones received a Bachelor's degree in Vocational Agriculture in 1962 from Southern Illinois University at Carbondale, and a Master's degree in Agricultural Education in 1969 from the University of Illinois at Urbana. He taught Vocational Education at Wesclin Community Unit District No. Three for seven years and will continue his responsibilities there as Vocational Director.

Martin W. Oliver was an Industrial Arts teacher at Community Unit School District No. Five, Waterloo, Illinois. He was nominated for participation in the project and supervised while a participant by Bruce D. Miller, Principal, Waterloo High Schook, and Merill Moore, Superintendent, Community Unit School District No. Five, Waterloo, Illinois. Mr. Oliver received a Bachelor's degree in Industrial Education in 1959 and a Master's degree in Industrial Education in 1960; both degrees were received at Southern Illinois University at Carbondale. He taught Industrial Arts at Community Unit School District No. Five for ten years and has been named Vocational Director for Community Unit School District No. Five effective with the 1973 - 74 school year.

Stephen L. Pollock was a Heavy Equipment Instructor and Acting Vocational Director at Edwards County Community Unit School District No. One, Albion, Illinois. He was nominated for participation in the project and supervised while a participant by LeRoy L. Harris, Regional Superintendent, Edwards County Community School District No. One, Albion, Illinois. Mr. Pollock received a Bachelor's degree in Agricultural Education in 1950 from the University of Missouri at Columbia. He

taught Vocational Agriculture and Heavy Equipment at Edwards County Community Unit School District No. One for twenty years. He received a Master's degree in Occupational Education from Southern Illinois University at Carbondale in August, 1973, and has received official appointment as Vocational Director for Edwards County Community Unit School District No. One.

Ronald L. Sanderson was Agricultural Occupations Instructor and Coordinator of the Interrelated Cooperative Training Program at Hutsonville Community Unit School District No. One, Hutsonville, Illinois. He was nominated for participation in the project and supervised while a participant by Merle Holsen, Unit Superintendent, Hutsonville Community Unit School District No. One, Hutsonville, Illinois. Mr. Sanderson received a Bachelor's degree in Agricultural Education in 1968 from Illinois State University at Normal. He taught Agricultural Occupations at Hutsonville Community Unit School District No. One for five years. He completed the Master's degree in Occupational Education at Southern Illinois University at Carbondale, in August 1973 and has assumed a new position as Assistant Dean of Students with major responsibility for vocational advisement, at Lincoln Trail College, Robinson, Illinois.

RESOURCE PERSONS

Resource persons associated with the project were drawn from five major sources: 1) the Project Staff; 2) the faculty and staff of Southern Illinois University at Carbondale (SIU-C); 3) State of Illinois personnel, principally from the Division of Vocational and Technical Education (DVTE); 4) personnel from public school districts associated with the project; and 5) consultants. A brief functional description of

all resource persons follows:

PROJECT STAFF

Wayne S. Ramp, Professor of Occupational Education, SIU-C, and Project Director: As Project Director, Dr. Ramp assumed the responsibility for all aspects of project direction. Enumerated among these responsibilities were intern selection and orientation, the negotiation for suitable internship positions, the correlation of learning experiences with the competency model, and fiscal management of the project. As Fiscal Officer of the project, Dr. Ramp initiated and maintained a fiscal accounting system for the budgeting of all project disbursements.

James C. Parker, Assistant Professor of Educational Administration, SIU-C, and Assistant Project Director: As Assistant Project Director, Dr. Parker assisted the Project Director in direction of project activities. Dr. Parker's primary responsibilities included academic counseling and supervision, classroom instruction, curriculum development, and intern supervision. Dr. Parker also assumed the responsibility of liaison between the cooperating academic units sponsoring the project: the Department of Occupational Education, SIU-C, and the Department of Educational Administration and Foundations, SIU-C.

David W. Brewer, Research Assistant: Mr. Brewer's responsibilities included the academic registration of participants, the negotiation of the memoranda of Agreement, and liaison between the cooperating school districts and SIU-C. Mr. Brewer was also responsible for assisting the Assistant Project Director in curriculum development.

Frank D. Gale, Research Assistant: Mr. Gale's responsibilities included liaison between the Project Staff and the State of Illinois personnel and the audio-visual aspects of classroom instruction associ-

ated with the project. Mr. Gale also functioned as the project photographer and was responsible for all photography used in the project for related publicity purposes.

John D. McLuckie, Research Assistant: Mr. McLuckie's responsibilities included the compilation of curricular materials appropriate for the design of the project and the assemblage of curricular packages for project utilization.

W. Clyde Sutton, Research Assistant: Mr. Sutton's responsibilities included conducting allied research into the functional descriptions of the position of Vocational Director. Mr. Sutton's research enabled the Project Staff to obtain a more standardized concept of the Vocational Director and to correlate the objectives of the project to this broader perspective of the position of Vocational Director.

Marita A. Weaver, Research Assistant: Mrs. Weaver's responsibilities included allied research into the position of Vocational Director, assistance with instructional phases of the project, and data processing, particularly in the area of fiscal and statistical reports.

FACULTY AND STAFF AT SIU-C

Fred J. Armistead, Professor of Educational Administration, SIU-C: Dr. Armistead served as the project supervisor for the participants while they were interns in their home districts. As the intern supervisor from SIU-C, Dr. Armistead coordinated the efforts of the Project Staff and the cooperating administrators to impart meaningful learning experiences into all phases of the internships. Inasmuch as Dr. Armistead supervised all eight interns, he was able to coordinate and standardize the

experiences of all the interns and to help the districts establish sound administrative practices.

William K. Applegate, Occupational Coordinator, SIU-C: As the Occupational Coordinator at SIU-C, Mr. Applegate handled the majority of liaison between the Project Staff and DVTE. Mr. Applegate acted in a coordinating capacity in relating the efforts of the Project Staff and DVTE to facilitate the goals of the project.

Elmer J. Clark, Dean, College of Education, SIU-C: As Dean of the College of Education at SIU-C, Dean Clark became involved with the project in a supportive capacity. In his capacity as dean, he became involved in the approval of graduate degree programs for the participants and in testimony for approval of Level I certification for the participants, as stipulated in the proposal. Inasmuch as the project was conducted within and with the approval of the College of Education, Dean Clark was never far removed from any phase of the project.

Herrall C. Largent, Director of Placement Services, SIU-C: Mr. Largent participated in instructional sessions for the project participants. In his capacity as Director of Placement Services, SIU-C, he advised the participants in how they could best utilize Placement Services to the advantage of their home district. Relying upon his past experience in interviewing and placing people for occupations, Mr. Largent assisted the Project Staff in providing meaningful learning experiences for the project participants.

Edward B. Sasse, Chairman, Department of Educational Administration and Foundations, SIU-C: Inasmuch as the project was a cooperative effort between the Departments of Occupational Education, SIU-C, and Edu-

cational Administration and Foundations (EDAF), SIU-C, Dr. Sasse, as Chairman of EDAF, was involved in a supportive capacity. Dr. Sasse recommended and approved project instructional components to meet Level I certification requirements, and assisted those participants, so interested, in pursuit of advanced degree work and/or advanced certification.

Ronald W. Stadt, Chairman, Department of Occupational Education, SIU-C: Since the project utilized the degree programs of the Department of Occupational Education, SIU-C, to meet the degree requirements of Level I certification, Dr. Stadt became involved in the construction of degree programs that fulfilled both project and departmental requirements. Dr. Stadt also served in a liaison capacity, for the project, to the College of Education and the Graduate School, SIU-C.

STATE OF ILLINOIS PERSONNEL, DVTE

Joseph A. Borgen, Co-Director of the Illinois Occupational Curriculum Project (IOCP): Mr. Borgen, with the assistance of his Co-Director, Dwight E. Davis, conducted workshops on the IOCP materials under contract to DVTE. All participants in the project were required to attend these workshops in conjunction with an instructional phase of their training.

J. Joseph Daly, Regional Curriculum Laboratory, Professional and Curriculum Unit, DVTE: Mr. Daly negotiated the contract for the project with SIU-C and maintained a supportive role from the project's inception. Mr. Daly assisted the project participants in scheduling visitations to DVTE and served in a liaison capacity between the project participants and DVTE.

Dwight E. Davis, Co-Director of the Illinois Occupational Curricu-

lum Project (IOCP): Mr. Davis, with the assistance of his Co-Director, Joseph A. Borgen, conducted workshops on the IOCP materials under contract to DVTE. All participants in the project were required to attend these workshops in conjunction with an instructional phase of their training.

James Galloway, Coordinator, Program Approval and Evaluation Unit, DVTE: Mr. Galloway was instrumental in the placement of the project participants on DVTE Evaluation Teams for evaluation of public school vocational education programs. Mr. Galloway also helped coordinate the visitations to DVTE by the project participants.

Ralph Guthrie, Regional Vocational Director, Region V, Program Approval and Evaluation Unit, DVTE: In his capacity as Regional Vocational Director, Mr. Guthrie assisted the Project Staff in the selection of project participants and internship sites within his region.

Lonnie Hart, Assistant Coordinator, Professional and Curriculum Development Unit and Personnel Development Coordinator, DVTE: In his capacity as Coordinator, Personnel Development Coordinator, Dr. Hart was the DVTE representative for the project. Dr. Hart coordinated DVTE concerns related to project functions. Dr. Hart also participated in instructional phases of the project, and assisted the project participants in gaining a full understanding of the DVTE services available to them and their home districts.

William Hill, Regional Vocational Director, Region VI, Program Approval and Evaluation Unit, DVTE: In his capacity as Regional Vocational Director, Mr. Hill assisted the Project Staff in the selection of project participants and internship sites within his region. Mr. Hill also participated in instructional phases of the project.

John Klit, Assistant Coordinator, Program Approval and Evaluation Unit, DVTE: Dr. Klit was instrumental in the placement of the project participants on DVTE Evaluation Teams for evaluation of public school vocational education programs. Dr. Klit also helped coordinate the visitations to DVTE by the project participants.

William E. Reynolds, Coordinator, Professional and Curriculum Unit, DVTE: Mr. Reynolds conducted liaison between this project at SIU-C and a "sister project" of similar design at Illinois State University at Normal. Mr. Reynolds coordinated cooperative efforts between the two projects.

PERSONNEL FROM PUBLIC SCHOOL DISTRICTS

H.R. Baum, Superintendent, Valmeyer Community Unit School District No. 3: Mr. Baum provided an internship position and was the cooperating administrator for Robert L. Heavner.

Obe O. Bond, Superintendent, Community Unit School District No. 10, McLeansboro: Mr. Bond, upon the advice and approval of J. W. Gholson, employed Paul E. Cross, one of the project participants, to be Vocational Director for Community Unit School District No. 10. Mr. Bond continued to support the objectives of the project and provided further internship experiences for Mr. Cross.

H. Frank Clare, Superintendent, Trenton Wesclin Community Unit School District No. 3: Mr. Clare provided an internship position and was the cooperating administrator for Lawrence M. Jones.

J. W. Gholson, Superintendent, Dahlgren Schools: Mr. Gholson provided an internship position and was the cooperating administrator for Paul E. Cross.

LeRoy L. Harris, Regional Superintendent, Edwards County Community

Unit School District No. 1: Mr. Harris provided an internship position and was the cooperating administrator for Stephen Pollock.

Weldon Kendrick, Superintendent, Fairfield Community High School District No. 225: Mr. Kendrick provided an internship position and was the cooperating administrator for Kenneth D. Miller.

Bruce D. Miller, Principal, Waterloo High School, Waterloo Community Unit School District No. 5: Dr. Miller was a cooperating administrator for Martin Oliver.

Merrill Moore, Superintendent, Waterloo Community Unit School District No. 5: Mr. Moore provided an internship position and was a cooperating administrator for Martin Oliver.

Donald L. Woodard, Superintendent, Centralia Township High School District No. 200: Mr. Woodard provided an internship position and was the cooperating administrator for Clifford Christian.

CONSULTANTS

John H. Johansen, Associate Dean, College of Education, Northern Illinois University at Dekalb: Dr. Johansen conducted a workshop on SPECS (School Planning, Evaluation and Communication System) at Northwestern University at Evanston on May 17 and 18, 1973, which was attended by members of the Project Staff. Dr. Johansen provided the Project Staff with aspects of SPECS which would be useful for the objectives of the project.

Charles L. Joley, Coordinator, Occupational Teacher Education, Eastern Illinois University at Charleston: Dr. Joley served as a consultant to the project during the period August 5 - 7 1973, and co-authored the evaluation report (See Appendix I).

Lloyd J. Phipps, Chairman, Vocational-Technical Department, University of Illinois at Urbana: Dr. Phipps served as a consultant to the project during the period August 5 - 7, 1973, and co-authored the evaluation report (See Appendix I).

PART III

PROCESSES AND ASSESSMENTS

MATERIALS DEVELOPED

The materials developed for the projects covered by this report served many purposes. They ranged from a program announcement letter through video tapes to the Occupational Education Administration intern portfolio. The following is a representative listing and brief description of items developed. Unless otherwise indicated, copies (or samples, in the case of lengthy items) of the actual items appear in the appendices.

A) September 19, 1972 Program Announcement Letter. This letter was mailed to approximately 300 local school district superintendents in the thirty-three southernmost counties of Illinois. (Appendix A)

B) News Release about Projects. Southern Illinois University News Service distributed this information to the area news media as well as the SIU Alumni News. (Appendix B)

C) New Teacher Orientation Survey. In order to assess the needs of all occupational education teachers for orientation, each intern was asked to interview at least one new teacher about: orientation information that he wished he had received but did not, and helpful orientation information that he did receive. Samples of the survey responses are included. (Appendix C)

D) Search of Illinois School Code and Current Periodicals for Information Relating to Teacher Dismissal. A project research

assistant 1) abstracted pertinent sections of the Illinois School Code, 2) photocopied four particularly relevant journal articles, and 3) prepared a bibliography of applicable information available at the Southern Illinois University Library in developing these materials. A bibliography was developed. (Appendix D)

E) Illinois Occupational Curriculum Project Materials Correlated with the 159 Occupational Education Administration Competencies. The matching of Illinois Occupational Curriculum Project materials with the appropriate performances identified in the model program was accomplished and this correlation was then used by the project staff and the interns in developing proficiency on given competencies. (Appendix E)

F) University Council for Educational Administration, Monroe City, Simulation Materials Correlated with 159 Occupational Education Administration Competencies. Of the Monroe City materials, the Wilson High School simulations have been correlated with the project's 159 identified competencies. These simulations were used in classroom work to develop competence in specified areas. (Appendix F)

G) Southern Illinois University at Carbondale/Local School District 1972-1973 Contractual Agreement Form. This memorandum of agreement was the form that officially bound the University and cooperating school districts into a joint program. A sample form is used for illustration. (Appendix G)

H) An Occupational Education Administration 1972-1973 Portfolio of Competency Development. For each competency listed in this seventy-nine page document a pre-assessment (as of 9-15-72) and post-assessment (s) at appropriate times during the training year

were made and recorded in the individual intern's portfolio. Each intern with concurrence from his cooperating local school district administrator and his University intern supervisor indicated the level of proficiency achieved. The levels of proficiency were: None, Familiarity, Understanding, and Application.[1] Competence was determined to be at least the Familiarity level on 90 percent (143) of the 159 competencies. (Appendix H)

I) Video Tapes of Project Interns Interviewing Prospective Occupational Education Teachers. A simulation exercise was constructed in which the project interns reviewed placement office type credentials and then interviewed two candidates for a position. The tapes were replayed so that each intern could review his own performance as well as those of his fellow interns. (Available from project directors)

SUMMATIONS OF EVALUATIVE DATA

Evaluative data collected in the course of this project have come mainly from four sources: 1) visitations by the SIU-C intern supervisor and project directors to the eight interns' local school districts, 2) assessment of competency development as indicated in the interns' portfolios, 3) project classwork and tests, and 4) the project consultants' report. These data have been used to gauge the success of the

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1 None = no proficiency, no knowledge.
Familiarity = recall of some knowledge about or observation of a given competency.
Understanding = recall, organization, interpretation of knowledge about or participation in a simulation concerning a given competency.
Application = the actual accomplishment by an intern of a given behavioral or mental performance.

project, to identify problems and weaknesses in implementing the model program, and to plan the succeeding years' programs.

Other sources of data were less formal, but no less valid. These included unsolicited comments of criticism as well as approval, letters of inquiry and requests about the program, and non-verbal cues from those directly and indirectly associated with the project. These less tangible sources of data as well as other sources have led to the conclusion that the project has generally been successful and that it has great positive public relations value for the Southern Illinois University at Carbondale. Since the project staff has received many inquiries about the project and many requests for materials used in developing and assessing administrative competence, it is concluded that the Occupational Education Administration Project is of interest to a wide audience inside and outside of professional education.

Visitations to Intern Sites

Visitations to the local school districts where the project participants were pursuing their respective internships were made chiefly by the SIU-C Department of Educational Administration and Foundations Internship Supervisor Dr. Fred J. Armistead. Dr. Armistead's typical schedule of visits, two per quarter, was as follows:

Schedule for Interns
(First Visit)

Town	Student	Cooperating Administrator	Date	Time
Fairfield	Miller	Mr. Kendrick	Oct. 20	11:00am
Hutsonville	Sanderson	Mr. Holsen	Oct. 20	2:30pm
Centralia	Christian	Mr. Woodard	Oct. 24	10:30am
Waterloo	Oliver	Mr. Moore (Supt.) Dr. Miller (Prin.)	Oct. 26	11:00am
Valmeyer	Heavner	Mr. Baum	Oct. 26	2:30pm
Trenton (Wesclin)	Jones	Mr. Clare (Supt.) Mr. Bailey (Prin.)	Oct. 27	11:00am
Dahlgren	Cross	Mr. Gholson	Oct. 31	11:00am
Albion	Pollock	Mr. Harris	Oct. 31	3:00pm

Problems identified during the year as a result of these visitations and those that any institution installing a system such as the Model Program might encounter are given below:

1) A lag in the intern's beginning to work on the required project competencies caused by the local district cooperating administrator's assigning extra tasks to the intern.
2) An effort to substitute locally pertinent tasks for the portfolio competencies.
3) The local district's hesitancy to schedule an adequate amount of time for the participant to pursue his internship.
4) Scheduled visits with cooperating administrators being aborted by unanticipated events--pupil disciplinary matters, OSPI personnel, etc.

5) Difficulty in finding adequate substitute or relief help for the intern. This may have been caused either by the unavailability of trained personnel or by the local district's refusal to employ substitutes until the project payment was in hand.

6) Variance among interns and cooperating administrators in perceiving and marking levels of proficiency in the project portfolio.

7) Cooperating administrators wishing to discuss their own particular problems during the visitation conferences.

8) Lack of sufficient records being kept by the intern so that a given level of proficiency could be verified. This was particularly true for those levels marked in the Pre-assessment Section under each performance statement.

9) Beginning and motivating point and place of competency development not being accurately anticipated. For instance, some interns gained new knowledge in classwork sessions which when applied in the internship was the springboard for growth. Others on the same given performance found the internship or the supervisor's visit to be the beginning of growth, later tested and verified in the classroom.

Participant Evaluations

A summation of the suggestions given during the bi-quarterly visitations and the concluding interview for the year is given below:

1) Some locally identified performances ought to be written into the portfolio by the cooperating administrator and intern at the beginning of the year-long internship. These performances

would be in addition to the 159 project competencies.

2) Levels of proficiency beyond familiarity, understanding, and application ought to be established, for some interns (because of their background and experience) will move further into a philosophical analysis and reconstitution of the competencies beyond their application.

3) The 159 project competencies should be bound together as one document (rather than the four quarterly packages as in 1972-1973) so that any time a new level of proficiency is attained on any competency, it may immediately be marked.

4) Early in the project year, a considerable length of time should be devoted to completing the DVTE required planning, enrollment and reimbursement forms.

5) The project year should begin during the summer quarter so that the interns could have some course work completed prior to beginning the internship.

6) The practice of the SIU intern supervisor's communicating problem areas in competency development to the classroom instructors should be continued and possibly expanded.

7) The location of class meetings should be rotated to each cooperating school to familiarize interns with several occupational education settings and facilities.

8) The politics of education, particularly at the state level, should be emphasized and explained.

9) The legal position and powers of the intern should be established clearly at the beginning of the year. Can an intern, for instance, counsel with a teacher about possible dismissal

without requisite legal power being designated to the intern?

10) A year-long internship connecting theory with practice should be continued.

11) Each intern should have at least one DVTE three-phase evaluation experience as part of the internship.

12) A wider use of the IOCP materials should be made both as a part of the classroom instruction and of the internship.

13) Each competency should be evaluated at the beginning of the year for its relevancy and application in a local situation. For example, if a school district employs no paraprofessionals, that competency is of questionable relevance in that given situation.

14) Distinct programs, pre-masters and post-masters degree, should be established to allow for differing levels of academic preparation.

15) An investigation should be made concerning the possibility of offering graduate credit for the work the cooperating administrator does in supervising the intern.

16) A day-long orientation session should be held early in the program to familiarize cooperating administrators with their roles and responsibilities.

The development of proficiency and competence (a minimum level of proficiency) on each competency by each intern was the goal of the pilot year. The specific aim was that each intern would have at least a "familiarity" level of proficiency for 90 percent (143) of the 159 competencies. This level for the pilot year constituted competence for the purposes of this project.

An inspection of Table I will show that each intern more than met the competence level set as explained above. The degree of development ranged from nine percent at the "none" level of proficiency to 100 percent at the "application" level of proficiency. It is interesting to note that six of the interns had at least a "familiarity" with every competency and one other had a "familiarity" with all competencies except one. The remaining intern (Miller) had fifteen competencies at the "none" level of proficiency. The perception and assessment of proficiency on competencies remains a rather elusive and difficult matter.

Appearing in Appendices K and L are more detailed analyses of competency development. Analysis per competency per intern (Appendix K) and per competency for the composite group (Appendix L) are given. Finally, in Appendix I is a copy of the project Consultants' Report and in Appendix J is a copy of an unsolicited letter of commendation.

Table I

Summary Table of Levels of Proficiency Per Intern with Number (N) and Percentage (%) of Competencies at Each Level.

Intern	Level of Proficiency	N	%
Christian	None	0	0
	Familiarity	6	4
	Understanding	4	3
	Application	149	94
Cross	None	0	0
	Familiarity	3	2
	Understanding	34	21
	Application	122	77
Heavner	None	0	0
	Familiarity	6	4
	Understanding	69	43
	Application	84	53
Jones	None	0	0
	Familiarity	24	15
	Understanding	6	4
	Application	129	81
Miller	None	15	9
	Familiarity	7	4
	Understanding	39	25
	Application	98	62
Oliver	None	1	1
	Familiarity	1	1
	Understanding	47	30
	Application	110	69
Pollock	None	0	0
	Familiarity	0	0
	Understanding	0	0
	Application	159	100
Sanderson	None	0	0
	Familiarity	6	4
	Understanding	4	3
	Application	149	94

PART IV

CONCLUDING COMMENTS

The kind of activities and the overall approach followed during the conduct of the project does not make for readily discernable, hard and fast conclusions. However, it seems appropriate to make several observations and point up some problems that are germane to the project. Several judgments and suggestions relating to the project have become apparent and the project staff presents the following, in somewhat random order, knowing that some problems are perhaps insoluable and some observations may subsequently prove to be erroneous.

OBSERVATIONS

1. The validity of the original competency based model upon which this project was based seems to be supported by the experience of those participating in the project.
2. An internship program whereby several interns meet together regularly as a group appears to achieve excellent results. This organization is probably superior to an individual internship only.
3. For maximum benefit to the student, constant supervision of the internship is necessary. To support this supervision, a predetermined list of goals (in this case, competencies) must be made the objective of a given time period. If the intern and his local supervisors know that a given list of competencies are to be attained each week, month, or term, planning

for these experiences is more apt to occur.

4. A knowledgeable, cooperative and concerned local cooperating administrator/supervisor who is in daily contact with the intern is of critical importance to a successful individual internship.
5. A University sponsored internship program must be staffed by conscientious University supervisors who take their mission seriously and who represent the University in an exemplary manner when visiting internship stations.
6. University based intern supervisors should develop written reports for the individual intern's file regarding each visitation.
7. The University intern supervisor should plan to visit the intern and his supervisor about once every month on a scheduled basis and should plan for from two hours to a half day per visit.
8. Interns and their supervisors expect to be visited, appreciate it, and are apt to express resentment if they believe they have not received their share of the visitation schedule. The visitation conveys to them that they are an important part of the University program and that time and resources are being expended by the University for their benefit.
9. Staff load for University professors who supervise interns must be realistically set. The amount of University credit granted for the internship appears to have very little relationship to the amount of time required for excellent

supervision. Based upon the experience gained in this project, it appears that internship supervision should have been considered to be a one half-time assignment for one professor.

10. Along with staff load for internship supervision provision must be made for adequate travel expense money. Travel for the supervision of interns averaged approximately $120.00 per intern for the academic year in this project.
11. The local school supervisor should probably be enrolled, if he desires, for credit at the University since he, too, is in a training-learning situation. In most instances the school superintendent indicated that he had learned much and became quite supportive of vocational education.
12. One of the most beneficial activities conducted was the initial meeting of all school supervisors, the interns and the University staff.
13. The bi-monthly meetings with interns did not provide sufficient time to accomplish needed activities and discussions. A regular weekly meeting should be held and credit granted for this class. It appears that a proper mix of admimistrative theory with competency development can be achieved on this basis. The two activities are mutually enriching when conducted as complementary offerings.
14. University intern supervisors should participate from time to time in the weekly seminars. This should count toward additional staff load when they so participate.
15. The DVTE Springfield office is so important to the operation

of local vocational programs and in the services available to schools that it should be a requirement that each intern spend time there.

16. Mixing advanced interns with incoming interns did not work well for the summer quarter 1973 seminar sessions. It seems that development of specific competencies is not independent of background education and experience on the part of each individual.

17. The assessment and development of the 159 competency behaviors seem not to be discrete. Rather a gestalt, clustering, or factoring seems to be influencing the assessment and development of the 159 prescribed competencies in such a way that individual behaviors may be actually symptoms or manifestations of latent attitudes, values, and beliefs. This observation suggests further research to investigate and isolate, if warranted, the suggested latent forces. Instructional programs and assessment techniques could be designed centering on the latencies as well as the manifestations.

18. The benefits to the individual student in the internship program are great and it appears that this approach is perhaps the best known way to train administrators. It should also be known that the reverse flow is also great. The University received considerable support from those in school systems where a well-organized internship is in operation.

19. The degree to which the several proposed specific objectives of the two projects have been satisfied is perhaps subject to some interpretation. However, the project staff believes that

following to be a reasonable assessment:

Program Phase

Objective no. 1: To develop interdisciplinary approaches, strategies and resources for providing a delivery system for the model graduate program.

Assessment: Fair. Two departments, (OE and EDAF) have worked closely and developed some strategies--perhaps this approach should have encompassed more departments.

Objective no. 2: To develop instruments and techniques to assess competencies of prospective students. (e.g. assessment packages, written, oral, performance.)

Assessment: Adequate. The Intern Competency Development Portfolio was developed and used to pre- and post-assess level of proficiency. Video tapes, simulation games, paper and pencil tests, and perceptions by cooperating administrators and SIU supervisors were used.

Objective no. 3: To identify resources and personnel in the public and private sector that could be utilized in the implementation of the model program. (e.g. U.S. military training programs, private corporation in-service programs, Department of Labor activities, and management institutes.)

Assessment: Poor. Persons in the public sector were readily identified and some were used. However, there being no large industries in the Southern Illinois area that have management development programs, almost none were identified in the private sector.

Objective no. 4: To identify, procure and/or develop instructional materials to be used in the development of individual competencies.

Assessment: Average. Available ready-developed materials for use in this project were almost nonexistent. A search was made and the IOCP, UCEA and SPECS materials were secured as well as some reference materials. Some needed instructional materials were developed by the project staff. See Part II, materials developed section.

Objective no. 5: To develop a viable system for assessment of competency development.

Assessment: Adequate. The Intern Competency Portfolio was used for this purpose (same as #2 above). It provided for the continuous monitoring and marking of proficiency development.

Objective no. 6: To evaluate the effectiveness of instructional strategies in meeting the desired individual competencies.

Assessment: Poor. Several problems arose concerning this objective--the main one being that instruction toward individual (versus clusters of) competence proved inefficient; another problem being that development of proficiency seems to be based on several instructional strategies working in conjunction with each other. (See comment #17 in Part IV, observations.) Too, an all-encompassing internship (every performance open for initial as well as subsequent development here) as this project employed tends to override the contributions and effects of other instructional strategies. The most time-consuming instructional strategy was the daily internship. The project staff feels that the manner of data collection for assessing effectiveness of instructional strategies was of questionable validity. It revealed only which of two basic strategies (classroom and internship) contributed more to proficiency development on a given competency. (See Appendix M.)

Objective no. 7: To cooperate with state institutions in comparing and analyzing program growth and development.

Assessment: Fair. Conversations on this topic were held on at least three occasions during the year--early in December when the SIU-C staff traveled to ISU; at the Illinois Conference of Professors of Educational Administration meeting in early May; and at the Chicago IVA meeting in August.

Objective no. 8: To maximize inter-institutional design, procurement, development of materials and training and evaluation methods.

Assessment: Fair to Poor. In addition to cooperative efforts mentioned above, the UCEA materials were jointly secured. Suggestions were discussed and adopted by both SIU-C and ISU concerning contractual arrangements for interns and proficiency assessment and development techniques--e.g. use and design of the intern portfolio.

Training Phase

Objective no. 1: To test, under actual conditions, the newly developed model program for occupational education administrators.

Assessment: Excellent. The program was tested under actual conditions.

Objective no. 2: To identify strengths and weaknesses in the model program.

Assessment: Good. Several of the preceding comments in this section address the issue of strengths and weaknesses in the model program.

Objective no. 3: To provide schools, and/or other career education agencies in the State of Illincis with eight fully certified, and competent, occupational administrators.

Assessment: Excellent. Eight competent occupational education administrators, fully certified, have been provided.

Objective no. 4: To identify workable methods for effective recruitment of occupational administrators.

Assessment: Good. Although some problems were encountered because of the late beginning of the project, a workable plan was identified, namely, canvass by letter all school districts within an institution's service area.

Objective no. 5: To develop effective placement techniques for occupational education administrators.

Assessment: Excellent. All eight participants have been placed in leadership positions bearing upon occupational education--seven are local directors; one is an associate dean with a heavy responsibility for vocational counseling.

Objective no. 6: To provide information for evaluating the new model program for training occupational education administrators.

Assessment: Good. Various techniques and approaches were used. Detailed information is presented throughout this report.

PROBLEMS FOR THE FUTURE

It has been relatively easy to organize, operate and complete to a successful conclusion an experimental project which was adequately funded. A projection of the program into the future where it would be maintained with only internal resources from the University poses several problems. Some of the most obvious of these are:

1. How can the University entice local schools to participate in providing released time and supervision to interns when no outside funds are available?

2. What approach can be used to provide appropriate competency development experiences to those whose school employment will not provide for the internship? Traditionally, school teachers who aspired to become administrators have completed the course work and degree requirements at night and during summers while continuing to teach. This project capitalized upon this approach. However, it is recognized that there are probably many potential administrators who would never get the opportunity to be properly trained through an internship if this were the only avenue to administrative certification.
3. Two questions that are related to the one above are: (a) How can a prospective administrator who is not employed in a school system acquire a realistic program? and (b) Should this type of person be considered to be administrative timber?
4. Certification requirements that remain based upon specific theory courses rather than upon identified competencies will inhibit the widespread acceptance of a competency based program. As long as administrator preparation programs are tied to this old system, it will only be the unusual and flexible departments that will be willing to modify existing courses to substitute competency development for theory development in the cognitive and affective domains.
5. A competency based program that must offer graduate credit may encounter difficulty in such things as new course approvals. This situation is apt to prevail if the majority of the faculty of the Graduate School and the approval body (Council, Senate, etc.) consists of those whose discipline is in the "hard" Sciences, Liberal Arts and other traditional academic

fields.

SUMMARY REMARKS

In general, those who have worked with the project are of the opinion that the outcomes to date have been most worthwhile. The eight participants have been launched into new careers, and because of the project internship should be able to function as administrators of occupational education with almost no lost time for orientation. Personnel in the public schools who have worked with the project are enthusiastic about the program, and several have requested that they be included in other cooperative arrangements with the University at a future time. Campus professors, particularly those in the EDAF Department, exhibit a new awareness of and respect for a competency based curriculum for all school administrators.

There seemed not to be sufficient time to accomplish all the supportive instructional tasks that might have made for a tighter organization. Likewise, many instructional materials that could be generated from this project are still awaiting development. It is anticipated that the continuation of the project through the 1973-1974 school year will eventuate in the refinement and modification of some of the instructional and learning activities that were tried with the initial group of eight interns. The project staff is gratified by the results of the first year of experience and is looking forward in great anticipation to the second year of work with thirteen newly enrolled participants who aspire to become competent administrators of occupational education.

APPENDIX A

RECRUITMENT LETTER

September 19, 1972

Dear Mr. Superintendent:

Please pardon the impersonal approach, but in the interest of saving time, we hope you will understand.

This week a funded program for training administrators of vocational-occupational education in the schools was approved by the Illinois Division of Vocational and Technical Education for immediate implementation.

The program will be a joint effort between the departments of Educational Administration and Occupational Education. A new competency-based approach is to be used and eight prospective vocational education directors are to be trained commencing with this fall quarter.

The eight people to be selected for the program must, in order to meet statutory requirements, have completed two years of teaching and will hold the masters degree at the end of the training. The candidate should be identified as a vocational teacher and potential director of vocational education in your district upon completion of the program.

If you have a vocational education staff member who might be interested in pursuing such a program, the project staff solicits your nomination.

Because of the late starting date, the eight students in the program will be enrolled as interns this quarter in the schools where they are employed. It is our plan that the respective superintendents will make released time available to the staff member for the school year and that this time will be spent as an administrative intern in the central administrative office.

If such a staff member serves for two hours per day, the project will reimburse the school district for one-fourth of his salary up to three hundred ($300.00) dollars per month. In addition, the staff member will be required to attend the 1973 summer session for which he will receive $300.00 per month stipend. The project also provides free tuition and fees to the student.

Individual contacts have been and are being made with interested vocational teachers who may be approaching you for your nomination.

For further information, please contact Dr. Wayne Ramp, (phone 536-2381) or Dr. James Parker (phone 453-2418). We are anticipating that the eight students will be identified and enrolled within the next ten days. Thank you.

Sincerely,

Wayne S. Ramp

James C. Parker

Wayne S. Ramp, Project Director
James C. Parker, Assistant Project Director

df

APPENDIX B

NEWS RELEASE

10 - 24 - 72
University News Service
Southern Illinois University at Carbondale
Carbondale, Illinois 62901
Phone: (618) 453-2276

CARBONDALE, ILL., Oct. --A $62,470 grant has been received by Southern Illinois University at Carbondale to conduct a pilot course to train occupational education administrators in a 12-month competency-based graduate program of instruction and practical experience.

The grant is from the Illinois Division of Vocational-Technical Education, Sherwood Dees, director, and is an outgrowth of a DVTE-supported study conducted cooperatively by Wayne Ramp, Professor of Occupational Education at SIU-C, and Edward Anderson, Professor of Industrial Technology at Illinois State University at Normal.

In that study, recently published, they identified 158 competencies which occupational education leaders deem essential for satisfactory job performance by practicing occupational education administrators, and developed a model training program which would provide those competencies.

The pilot program at SIU-C will be conducted cooperatively by the School of Technology and the College of Education with Ramp as project director, and James Parker, Assistant Professor of Educational Administration and Foundations, as assistant director.

David Brewer of Carbondale, a doctoral student in educational administration and foundations, has been appointed graduate research assistant on the project.

Eight trainees will be admitted to the pilot program as interns, each to receive an internship stipend, Ramp said. They will be selected from among vocational education teachers in the state's public schools.

The training program will be flexible to provide recognition of the competencies the trainees already possess, Ramp said, and will cut across many disciplines and vocational areas.

In addition to academic training (such as formal course-work, workshops, individual study, simulation, seminars and other teaching techniques), the program will provide on-the-job experience, he added.

Trainees satisfactorily completing the program will be fully qualified for certification as directors of vocational education, he said.

A similar program has been authorized by the DVTE at Chicago State University, Ramp said.

APPENDIX C

NEW TEACHER ORIENTATION SURVEY

February 13, 1973

This paper concerns the findings of two questions that were asked of two vocational staff members during interviews. Both staff members interviewed were employed within the last two years to teach agriculture and home economics in the Waterloo School System.

The first question asked was:

I. What information would you have liked to have known about the school system that you were not given?

Agriculture teacher reactions:

1. He would have liked more background on the ag. program such as community feeling and comments in the past.
2. How are supplies budgeted and handled throughout the year?
3. How field trips and extra FFA activities that the teacher must attend are evaluated.
4. He was not given the information that reports to the principal were due each month.
5. The methods of filling out permanent records at the end of the school year was not explained.

Home Economics teacher reactions:

1. The philosophy on the operation of the junior high school elective classes was not explained as it should have been. For example, the students are allowed to drop electives such as home economics and industrial arts any time they wish. If too much work is involved students consider dropping, or if the orientation area they are rotated through is uninteresting to them they consider dropping.
2. A new teacher orientation day prior to the starting of the school year to cover details and procedures of daily routine would be helpful.
3. Room locations were not explained clearly.
4. Grading procedures were not explained.
5. Previous study guides, tests and course curriculums were not available in junior high, so there was no way of knowing what material was previously covered.

II. What information was given to you that you found helpful?

Agriculture teacher reaction:

1. It was helpful to know where supplies could be purchased in town.
2. The school board members were identified.
3. The over-all orientation and explanations were generally satisfactory to him.

Home Economics teacher reactions:

1. It was helpful to be familiar with the curriculum of child care occupations on the high school level.
2. Generally the explanations were satisfactory.

Business Education Instructor

WHAT I WOULD LIKE TO HAVE KNOWN PRIOR TO TEACHING

Several points would have been helpful if I had known them prior to this school year.

1) To what degree are you responsible for informing the principal what is happening? I did not want to let important things happen without him being aware of them, and yet I did not want to bother him with little things that did not amount to anything. I suppose the main thing I did not know was how to spot incidents which would later become important.

2) Another point along this same line was not knowing who to turn to for advice. The principal had so many important things to take care of that I did not want to bother him, and yet I had so many questions.

3) I had not had any information on ordering materials such as practice sets, work books, and office supplies. Concerning the office supplies, I should have known which companies would supply good materials at reasonable rate and what local companies should be given preference.

4) No guides were ever given concerning duties of a class sponsor. It would have been helpful to know what a sponsor is responsible for.

5) I had not received any instruction about sponsoring a yearbook or a school paper. As time consuming as projects such as these are, it would have been helpful to have background information.

6) Vocational forms and state reports to be made had never been discussed until it was time to fill out these reports. No previous information was given on these forms, such as identification of the handicapped and disabled.

7) It would also have been helpful to have an overall view of the vocational program, both on the local level and the state level. Also, how does business education fit into the overall program?

8) More information on grading would have been helpful, especially information on grading projects such as practice sets. Also, the difficulty you would meet when you used both letter grades and number grades should have been mentioned.

9) Planning a curriculum for a course in which you have no textbook certainly is not easy. This was never mentioned and I gave no thought to it until the situation was at hand.

INFORMATION THAT WAS HELPFUL

Helpful information included my office experience and student teaching. I learned to change typewriter ribbons, operate different types of machines, and dictate shorthand at set speeds. I learned the big names in business textbooks, and approximately what to expect from beginning typing and shorthand students. Also, the instruction I received on making courses taken for personal use different than courses taken for vocational use was helpful. All basic skills acquired in the business field were helpful.

This list presents information obtained from three instructors who were new in the school system at Fairfield Community High School.

I. Information not given which could have been helpful.

A. Location and use of library and visual aids office.
B. Location and use of sick room.
C. Procedures on injuries and accidents.
D. Mention of hall duty and its responsibilities.
E. Specific information on what was expected from instructor in a certain teaching area.
F. Details on grading.
G. Faculty parking.
H. Was not officially notified of being hired; heard it on the radio.
I. What to do with allotted time before school and after students leave.
J. Was not told of facilities and help for duplicating and typing materials.
K. Procedures to follow when an instructor is sick.
L. Procedures on student passes.

II. Information given to the new instructor.

A. Helpful.
1. Tour of facilities by superintendent and board members.
2. School policy book.
3. Club and organization duties.
4. Explanation on getting information and help from department head.
5. Letter explaining school calendar and beginning workshop.
6. Number of classes and location.

B. More clarification needed.
1. Class sizes.
2. Times for instructors to arrive and leave building.
3. Confusion on locking classroom doors.
4. Procedures for using substitute teacher.
5. Need for orientation on policy booklet.
6. Sharing classrooms with other instructors.
7. Pay for working at games and riding student buses.
8. Confusion on teaching an extra class and pay involved.
9. Explanation of contract signed.

NOTE: The teachers received policy booklets, but admitted they had not looked at them.

What was some of the information that you did not receive during your interview for your present position that you would like to have known before you accepted your job?

1. More of an indication of the grade level that would be taught.
2. More information concerning the general philosophy of the school.
3. More information on the grade levels and what was being done in each.
4. More information about the job so more planning could be done before school started.
5. How to get along with the faculty.
6. More information on the arrangements for sick leave.
7. More information about insurance benefits.

What was some of the information given to you during your interview that you feel was especially helpful?

1. Tour of the building and review of available materials to work with.
2. The library was very impressive.
3. Personal friendly atmosphere during the interview rather than feeling you were in a degraded position.
4. The administrators made it clear that they would be around to help if any problems arose.
5. The tentative salary scale.

NEW TEACHERS

I. Needed to know, but was not told.

1. Rules governing teacher supervising of hall.

2. Rules governing the supervising of the school ground.

   a. hats in buildings
   b. campus passes
   c. fights

3. How to handle out-of-class discipline situations.

4. Not told of professional organizations.

5. Needed to be introduced to the student body at a general assembly.

II. Helpful information that was given.

1. Basic policy and rules were clearly and fully explained.

2. A tour of the facilities was conducted for all new teachers.

3. Staff "get acquainted" picnic was held.

4. Well accepted by staff and administration.

5. School forms for special services were well explained.

6. Teacher handbook was well explained.

I. Information which would have been helpful about our school:

1. Student handbook.
2. Community's moral values.
3. Course syllabus.
4. Class size.
5. Number of classes to teach.
6. Extracurricular activities.

II. Information which was helpful:

1. Salary schedule, retirement system, tenure, tour of community and buildings.
2. Meeting and talking with other teachers in the system.
3. Community information: housing, shopping, and banking, etc.
4. Policy manual.
5. Being given textbooks for classes I was to teach.

AGRICULTURE TEACHER

WHAT I WOULD LIKE TO KNOW ABOUT THE SCHOOL BEFORE I ACCEPT A TEACHING POSITION:

1. What am I to teach?
2. What curriculum to follow.
3. Salary - number of months of employment.
4. What size of budget for the department.
5. What does the town have to offer in recreation facilities, business district and churches?
6. What do the local people think of the program?
7. Condition of school facilities, equipment, books and visual aids.
8. The feeling of the Guidance Department toward the program.
9. Why the other teacher left this school system.
10. Student conduct (observe as you visit school).
11. Financial condition of the school district.
12. Teachers organization and what they do.
13. What housing is available for me?
14. Type of farming in the area.
15. Extra duties and is there pay for these?

WHAT INFORMATION OR HELP WAS GIVEN ABOUT THE SCHOOL THAT WAS HELPFUL AFTER ACCEPTING THE JOB:

1. How to order supplies.
2. School procedure.
3. School rules - dress code.
4. What reports to fill out and when they were due.
5. Rules on discipline.
6. Grade books and how to use them.
7. How to use office machines.
8. Sick leave and substitutes.
9. Where to get keys for school.
10. Electrical controls in shop.

NEW TEACHERS

I. What information would you like to have had?

1. What equipment was in the shop?
2. To have seen the textbooks.
3. Should have seen shop before taking job.
4. Student discipline in school.
5. Insurance problem on shop-liability.
6. What work was expected?

II. What information did you receive that was helpful?

1. What classes you would teach.
2. Salary to be paid.
3. Hired--$100 for living in district.

APPENDIX D

BIBLIOGRAPHY ON TEACHER DISMISSAL

LEGAL ASPECTS OF SCHOOL ADMINISTRATION

Table of Contents

Periodical:

1. American School Board Journal
2. The Clearing House
3. High School Journal
4. Illinois Schools
5. Integrated Education
6. Nation's Schools
7. National Association of Secondary School Principals Bulletin
8. National Assocation of Student Personnel Administrators Journal
9. National Catholic Educational Association Bulletin
10. National Education Association Research Bulletin
11. Peabody Journal of Education
12. Phi Delta Kappan
13. School and Society
14. School Management
15. Urban Education

Other Materials:

Located in Vertical Files, 4th Floor, Morris Library

TEACHER DISMISSAL, NEA Pamphlet, Stock # 161-04976, Fair Dismissal Standards in Public Education, February, 1969.

Bulletins from National Commission for the Defense of Democracy Through Education.

Legal Aspects
Page 1

AMERICAN SCHOOL BOARD JOURNAL
158:34-37 December, 1970
"Those Ugly Lawsuits by Teachers" talks about recent court cases involving teachers and the schools.

* * *

CLEARING HOUSE
45:240-244 December, 1970
"Judicial Opinion and the Role of Teachers" is an excellent article with situations where cases have been applied.

45:355 February, 1971
"Tenure and the Teacher" is an excellent article involving court cases.

46:312-16 January, 1972
"The Federal Courts and Faculty Desegregation" contains an excellent bibliography of cases, pages 315-16.

46:418-23 March, 1972
"Teacher Dismissal on Grounds of Immorality"
Copy of Article is enclosed (#3).

44:96-101 October, 1969
"Teachers vs. School Boards" is an excellent article and the Literature Review is enclosed. (#4).

* * *

HIGH SCHOOL JOURNAL
53:323-332 February, 1970
"The Principal's Responsibility in Relation to Court Decisions Involving Public Education." Good article, including references, some involing implications of various legislation to education and application of such.

* * *

ILLINOIS EDUCATION
59:111 February, 1971
"Tenure and Teacher Rights"

59:112 February, 1971
"Teacher's Dress"

* * *

INTEGRATED EDUCATION
9:3-8 November, 1971
Case involved is The Detroit School Decision regarding segregation. Has some definite implications and statements regarding selection and placement of teachers.

* * *

NATION'S SCHOOLS
84:44 July, 1969
"Leave of Absence Policies." Decisions involved: Granderson vs. New Orleans, Parish School Board, 216 So. (2nd) 643 (La.), and Miller vs. Noe, 432 S. W. (2nd) 818 (Ky.).

Result of these two decisions, two conclusions can be made:

1. the taking of a voluntary leave of absence without the approval of the Board is equivalent to a resignation.
2. a leave of absence does not act "to clean the slate" and relieve a teacher from the responsibility of actions which took place prior to the leave.

86:101, 104-105 October, 1970
"Teachers Can't be Fined as Condition of Re-employment"

85:72-73 May, 1970
See Reprint #1 enclosed.

88:96 October, 1971
"Drown vs. Portsmouth School District, 435 F. 2nd. 1182 (1st Cir. 1970). See Reprint #2 enclosed.

89:43-48 March, 1972
Review of '71 School Laws. Serrano vs. Priest: Blueprint for Tax Reform? Student rights and parochiaid laws are involved.

* * *

NASSP BULLETIN
44:79-80 February, 1971
"Are Teachers Subject to Dress Codes?" See Reprint #5 enclosed.

55:49-55 December, 1971
"Legal Trends in Teacher Dismissal Procedures." See Reprint #6 enclosed.

* * *

NASPA JOURNAL
8:283-88 April, 1971
"One Approach to Academic Due Process"

* * *

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION BULLETIN
65:11-17 May, 1969
"The Strange Case of Horace Mann" deals with application of 1st and 14th Amendment. Very informative and some parts apply to teachers. Variety of references also given.

* * *

NEA RESEARCH BULLETIN
48:90-92 October, 1970
"The Teacher and Due Process" involves the case of Roth vs. Board of Regents of State Colleges.

48:86-89 October, 1970
"The Teacher and the First Amendment"

49:20-22 March, 1971
"Provisions in Tenure Laws for Impartial Hearing Tribunals"

49:17-20 March, 1971
"Statutory Hearing Rights of Nontenure Teachers"

All of these articles include discussion of cases involved and applied.

* * *

PEABODY JOURNAL OF EDUCATION
47:280-285 March, 1970
"Teacher Tenure: What Does it Mean?" Excellent article, with court case references, pointing out pros and cons of tenure laws and application with implications.

* * *

PHI DELTA KAPPAN
51:313-15 February, 1970
"Looking Backward: The Impact of Supreme Court Decisions on the American Education System, 1969-1980."

* * *

SCHOOL AND SOCIETY
98:18 January, 1970
Case of David Lucia of Monson, Mass., U. S. District Court for District of Massachusetts ordered his reinstatement. Dismissed for wearing a beard. Court upheld that even though non-tenured, he had right to procedural due process.

* * *

SCHOOL MANAGEMENT
15:21 October, 1971
Involved firing of supt. Houston School District at a meeting where the superintendent was evaluated by the Board. 23 categories voted on by 7 men in the evaluation. Dr. Garver received 41 superiors, 32 above average, 58 average, 3 unacceptables, 27 abstentions. Dr. Garver held it was purely political since an election was coming up in November. Since that time he has received public support in public announcements from various organizations within the district.

16:10 April, 1972
Article title applied, but copy was not available in the library.

* * *

URBAN EDUCATION
4:292-309 January, 1970
Extensive article dealing with various rulings applied in THE OPPORTUNITY TO BE HEARD IN PUBLIC SCHOOL DISCIPLINARY HEARINGS.

* * *

FOR ADDITIONAL ARTICLES, SEE:

EDUCATION INDEX, July 1970/June 1971.
Page 7 Actions and Defenses
844 Teacher Dismissal

If articles back of 1970 are desired, same categories in each volume of EDUCATIONAL INDEX apply plus "Supreme Court Decisions--U. S. Supreme Court."

BOOKS:

Hudgins, Jr. H. C. THE WARREN COURT AND THE PUBLIC SCHOOLS (An Analysis of Landmark Supreme Court Decisions). 1970. Danville, IL: Interstate Printers. $4.95.

PERIODICALS:

HARVARD LAW REVIEW
EDUCATION, U. S. A.

ILLINOIS SCHOOL CODE:

Sections	2-3.9	Grant and suspend teachers'certificates.
	10-22.4	Dismissal of teachers.
	21-1	Qualification of teachers.
	24-6	Sick leave.
	24-6.1	Sabbatical leave.
	24-7	Discrimination on account of sex.
	24-11	Boards of education, boards of school inspectors, contractual continued service.
	24-12	Removal or dismissal of teachers in contractual continued service.
	24-13	Absences not affecting contractual continued service. Teachers replacing teachers in military service or in the General Assembly.
	24-13.1	Contractual continued service of teachers employed in Department of Defense Overseas Dependent Schools.
	24-14	Termination of contractual continued service by teacher.
	24-15	Right to amend or repeal--partial invalidity.

24-16	Judicial review of administrative decisions.
24-17	Care of property.
24-18	Daily registers.
24-19	Schedules.
34-85	Removal for cause, notice and hearing, suspension.

APPENDIX E

IOCP CORRELATION TO COMPETENCIES

COMPETENCIES AND CORRELATED IOCP MATERIALS

COMPETENCY #		IOCP ACTIVITY
FALL QUARTER		
2.4	a	2.8; 3.7.1; 3.7.2.
	b	3.3
4.3	a	1.1.7; 1.4.2; 1.1.8.
	b	1.1.8.
	c	1.1.8.
	d	1.1.8; 1.1.9.
	e	1.1.8.5; 1.1.8.6.
	f	1.3; 1.4.
5.1	a	1.1.8; 4.2.4.
	b	1.1.1--1.1.11; M.1.1.
	c	1.1.6; 1.2.1; 2.3.1; 2.6.1; 2.7.1; 2.8.1; 2.9.1; 3.5.1.
	d	2.8.1; 4.2.4.
	e	4.2.4.
	f	
	g	
	h	2.6.1; 3.7.2; 3.7.3; 4.2.4.
	i	2.6; 2.7; 2.8; 2.9; 2.11; 2.12; 3.4; 3.5; 3.6.
7.1	a	1.1.1--1.1.11; 1.2
	b	1.3; 2.1; 2.2.
	c	1.3; 4.2.3; 4.2.8; 4.2.9.
7.1	d	1.1.1--1.1.11.
7.2	a	1.1.8.
	b	1.1.8.
	c	1.1.6; 1.1.7; 1.1.10.
	d	2.2; 2.3; 2.4.
	e	1.1.
	f	1.1; 2.1.4; 2.9.2.
	g	1.1.1; 1.1.3; 1.1.4; 1.1.5; 1.1.6; 1.1.7.
	h	
	i	
	j	1.1.8.4; 3.8.1; 4.2.3.5.
7.3	a	1.1.7; 1.1.10.
	b	
	c	1.1.7; 1.1.8; 1.1.9; 1.1.10.
	d	1.1.7; 1.1.8; 1.1.9; 1.1.10.
	e	1.1.1; 1.1.10; 1.4.2.
WINTER QUARTER		
2.1	a	2.8; 3.7.1; 3.7.2; 3.7.3.
	b	2.8; 3.7.1; 3.7.2; 3.7.3.
2.2	a	2.8; 3.7.

COMPETENCIES AND CORRELATED IOCP MATERIALS

Page 2

COMPETENCY #		IOCP ACTIVITY
2.2	b	2.8; 3.7.
	c	2.8; 3.7.
2.3	a	3.7.
	b	2.8; 3.7.
	c	2.8; 3.7.
	d	2.8; 3.7.
3.1	a	2.6; 2.8; 3.8.2.
	b	
3.2	a	
	b	
	c	3.8.1; 3.8.2; 3.8.3.
	d	4.2.4.
	e	2.8.1;4.2.4.
	f	4.2.4.
3.3	a	4.2.4.
	b	4.2.4.
	c	4.2.4.
	d	4.2.4.
	e	4.2.4.
	f	4.2.4.
	g	
	h	1.1.6; 1.1.7.
	i	
	j	1.1.6; 1.1.7.
3.3	k	
4.1	a	1.1.1; 1.1.6; 1.2.1; 1.2.2; 1.6.
	b	
	c	2.9.2; 2.9.3; 2.11.1; 3.1.1; 3.3.1.
	d	3.3.1.

SPRING QUARTER

1.1	a	1.1.1--1.1.11.
	b	1.1.2--1.1.4; 1.1.5; 1.2; 1.4.
	c	1.1.1--1.1.11; 1.2; 1.4.
	d.	2.11; 2.2.1.
	e.	1.3; 2.1.4; 2.2.1; 3.8.2; 4.2.8; 4.2.9.
	f	1.1.1--1.1.11.
	g	1.1.2--1.1.7; 1.3; 1.4; 1.5; 2.7; 2.8; 2.9; 2.10; 1.12; 3.2.
	h	M.1.1; 2.3.1.
	i	1.1.11; 1.3.1; 1.3.2; 1.1.3; 1.4.
	j	
	k	1.1.11; 1.3; 2.1.4; 4.2.7.
	l	1.1.11; 1.3; 2.2.
	m	
	n	2.1; 2.2.

COMPETENCY #		IOCP ACTIVITY
1.1	o	
	p	2.1; 2.2; 2.3.
	q	3.8.1.
	r	1.1.9; 1.1.11; 1.4.2.
1.2	a	1.1.1--1.1.11.
	b	1.3.
	c	1.1.1--1.1.11.
	d	1.1.8.
	e	1.1.8.
	f	1.1.8.
	g	1.1.8.
	h	1.1.8.
	i	1.3.
1.3	a	1.1.7; 1.4.2.
	b	
	c	2.8; 2.9; 3.3.
	d	2.9.
	e	2.9; 3.2.
	f	2.6; 2.7; 2.8; 2.9; 2.10; 2.12.
	g	3.1; 3.4; 3.5; 3.6.
	h	3.1--3.8.
1.4	a	
	b	1.4; 4.2.
	c	4.2; 4.2.3; 4.2.4; 4.2.6; 4.2.7; 4.2.8; 4.2.9.
	d	4.1; 4.2; 4.3.
4.4	a	1.1.1--1.1.11; 1.2; 1.3.1; 1.3.2; 1.4.1; 1.4.2; 1.5.1; 2.1.
	b	same as (a)
	c	same as (a)
5.3	a	
	b	
	c	1.1.1--1.1.11.
	d	
	e	4.2
	f	2.11; 2.2.1; 2.8.1.
	g	
	h	
	i	
	j	1.1.3; 1.1.4; 1.1.5; 1.3; 4.2; 1.1.3.5(survey handbook)
	k	
	l	

SUMMER QUARTER

4.2	a	3.1; 3.3.
	b	2.11; 4.1; 4.2; 4.3.
	c	2.2; 2.3; 2.4.
4.5	a	
	b	
4.6	a	3.1--3.6.
5.2	a	
	b	2.6.

COMPETENCIES AND CORRELATED IOCP MATERIALS

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COMPETENCY #		IOCP ACTIVITY	COMPENTENCY #		IOCP ACTIVITY
5.2	c				
	d	1.1.2.			
	e	1.1.3; 1.1.4; 1.1.5.			
	f	1.1.3; 1.1.4; 1.1.5.			
	g	1.1.7; 1.1.10; 3.8.1; 3.8.2.			
	h	3.8.1; 1.1.10; 1.1.11.			
	i				
	j				
6.1	a	3.2--3.8.			
	b	3.2--3.7.			
	c	3.2--3.7.			
	d	3.2--3.7.			
	e				
	f				
	g	1.1.1--1.1.11; 3.2--3.7.			
	h	3.2--3.8.			
	i	1.6.2.			
	j	1.6.2.			
6.2	a	3.2--3.8.			
	b	3.2--3.8.			
	c	3.2--3.8.			
	d	3.2--3.8.			
	e	3.2--3.8.			
6.3	a	3.2--3.8.			
	b	3.2--3.8.			

APPENDIX F

UCEA CORRELATION TO COMPETENCIES

CLASSIFICATION OF UCEA SIMULATION MATERIALS
BY MAJOR COMPETENCY AREAS

MAJOR COMPETENCY AREAS / UCEA MATERIAL COMPONENTS	In-Basket I	In-Basket II	Audio Interruptions	Cases	Role Play	Sequential Incidents	Kinescopes	Filmed Incidents
1. Program Planning and Implementation	1, 4, 6, 9, 17, 20	21, 28, 29, 31, 35, 36, 38, 39	4, 13, 15			1, 3	1, 2	1, 3
2. Staff Recruitment	20							
3. Personnel Development and Management	1, 5, 6, 7, 9, 15, 16, 17, 20	28, 29, 31, 32, 34, 35, 36, 37, 38, 39, 40	3, 4, 5, 12, 16	1, 4, 5		1, 3	1, 2, 4	1, 3
4. Program Operation	1, 4, 5, 7, 9, 15, 20	21, 28, 29, 31, 32, 35, 36, 37, 38	3, 4, 5, 12, 16					3
5. Program Management	4, 6, 7, 9, 15, 17, 20	21, 28, 29, 31, 34, 35, 36, 37, 38, 39, 40	3, 4, 5, 12, 16	1, 4		1, 3	1, 2, 4	1, 3
6. Management of Physical Facilities Supplies and Equipment	2, 6, 20	36, 38, 42	4, 13, 15	5			1	
7. Public Relations	7, 8, 9, 10, 14, 20	21, 29, 33, 37, 41	7, 15	1, 2, 4, 6		1, 3	2	1, 3

APPENDIX G

CONTRACTUAL AGREEMENT FORM

MEMORANDUM OF UNDERSTANDING

This agreement entered into this Thirteenth (13th) day of December, 1972, between the Board of Trustees of Southern Illinois University, located at Carbondale, Illinois, hereinafter referred to as SIU-C, and Centralia Township High School District #200, hereinafter referred to as the District, WITNESSETH:

WHEREAS SIU-C has received an award from the State of Illinois Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education, entitled, "Occupational Education Administration," hereinafter referred to as the Project, and

WHEREAS said award provides funding for the participation of eight individuals in said Project.

The Parties hereto agree as follows:

1) The District will release Mr. Clifford C. Christian hereinafter called the Intern, one quarter time (or two hours per normal working day) during the project period commencing September 15, 1972, and ending August 15, 1973, from normally assigned District duties to pursue an internship under the Project, and

2) The District will provide administrative supervision and facilities for the Intern to pursue the objectives of the Project, for the duration of the internship period.

3) SIU-C will pay the District the sum of Three hundred ($300) dollars for each month during the project period that the Intern is released from normally obligated District duties as stipulated in provision 1 above, for which the District certified compliance in writing to SIU-C. Payments shall be made by SIU-C invoice voucher on a quarterly basis.

BOARD OF EDUCATION OF
CENTRALIA TOWNSHIP HIGH SCHOOL
DISTRICT # 200

By: _____
Superintendent of Schools
Centralia Township High
School District # 200

BOARD OF TRUSTEES OF
SOUTHERN ILLINOIS UNIVERSITY

By: _____
David R. Derge, President
Southern Illinois University
at Carbondale

APPENDIX H

SAMPLE PROFICIENCY PORTFOLIO

Portfolio for_____

Section: Personnel and Communications

1973

Board of Vocational Education and Rehabilitation
Division of Vocational and Technical Education
Sherwood Dees, Director
DVTE/PDT-A-3-083
SIU 13-07-31
Occupation Education Administration Project
Dr. Wayne Ramp, Director
Dr. James Parker, Assistant Director
Dr. Fred Armistead, Internship Supervisor

3.1 Given a group of new staff members the occupational education leader will be able to:

a. help new staff members acclimate themselves to the job and the community, especially the first few days.

I. Pre-assessment
A. Student: Yes_____ No_____ How attained?

Degree of Proficiency?

Date: _____

B. Cooperating Administrator: Yes_____ No_____

C. SIU Supervisor: Yes_____ No_____

II. Post-assessment
A. Student: Yes_____ No_____ How attained?

Degree of Proficiency?

Date: _____

B. Cooperating Administrator: Yes_____ No_____

C. SIU Supervisor: Yes_____ No_____

b. assist new staff members to understand the policies and regulations of the institution.

I. Pre-assessment
A. Student: Yes_____ No_____ How attained?

Degree of Proficiency?

Date: _____

B. Cooperating Administrator: Yes_____ No_____

C. SIU Supervisor: Yes_____ No_____

II. Post-assessment
A. Student: Yes_____ No_____ How attained?

Degree of Proficiency?

Date: _____

B. Cooperating Administrator: Yes_____ No_____

C. SIU Supervisor: Yes_____ No_____

APPENDIX I

CONSULTANTS REPORT

CONSULTANTS REPORT

Southern Illinois University--Carbondale
Occupational Education Administration
Training Project
DVTE-PDT-A3-084
August 7, 1973

Submitted by:

Dr. Lloyd J. Phipps
Chairman Vocational-Tech Department
University of Illinois, Urbana

Dr. Charles L. Joley
Coordinator, Occupational Teacher Education
Eastern Illinois University

INTRODUCTION

Southern Illinois University through the Department of Occupational Education and with the support of funding from the Division of Vocational Technical Education has implemented a project entitled "Occupational Education Administration Program Phase". The general objective of the project is to implement a model graduate program in Occupational Education Administration. The contribution of the project to vocational-technical education is envisioned as providing prospective occupational education administrators with a relevant program that will enable them to meet the demands of expanding occupational education units in secondary and post secondary institutions.

The competency based model graduate program in occupational education administration identifies 159 essential competencies needed by occupational education administrators. Interns selected for the program are expected to develop understanding, familiarity and application of the 159 competencies identified. Leaders of the project strive to see that project participants have application experiences of the competencies at the 90% level.

On the basis of discussion with project interns, local school superintendents, and project staff the evaluation team has the following overall reactions:

One: The interns that participated in the project are enthused and supportive of the experiences they have had.

Two: Local School superintendents that served as intern supervisors were likewise enthusiastic supporters of the activity.

Three: The program as presently constituted has great public relations value between the local districts and Southern Illinois University.

Four: Staff members of the project are dedicated and sincere in their effort to make this program realistic, practicable, and academically sound.

Five: The program continues to have the enthusiastic support of the staff of the Professional and Curriculum Development Unit of the Division of Vocational-Technical Education.

COMPETENCIES

The Occupational Education Administration Training Program at Southern Illinois University, Carbondale, is to be commended for identifying the basic competencies needed by local vocational education administrators and for developing a program to provide practical first-hand experience in developing these competencies in real, on-the-job situations. The program is to be further commended for recognizing the importance of relating the theory of local vocational education administration with practice. Both are important and neither should be neglected. Either alone would produce inadequate local vocational education administrators.

A program has been developed to pre-assess whether or not a local vocational education administrator in training has had experience with each of the competencies identified as essential for local vocational education administrators. This is good and an important step in a systematic training program. It is also good that the program continues, in a systematic way, to assess and record during the program the progress of each intern in obtaining the first-hand, on-the-job experiencies implied by the competencies identified as important for local vocational

education administrators.

Discussions with the interns and the administrators of the program established the fact that all were aware that the performance of an activity such as the preparing of an annual and long-time total vocational education plan for a community by an intern did not necessarily develop the ability or competency to develop a superior, good, or even adequate total program plan. It is assumed that during the on-site visits of the SIU supervisors during the weekly group meetings of the interns and in the courses taken by the trainees, efforts are made to instruct the trainees regarding:

1. How to perform the activities implied by the competency statements.
2. What constitutes excellence in the performance of the activities related to the competency statements.
3. How to judge or evaluate their activities and the product of their activities.

It is suggested that the program may be improved in the future by:

1. The keeping records of when, where and how the trainees were taught the standards of excellence for each of the competencies they are expected to develop.
2. Keeping systematic records of the degree of excellence obtained in the performance of the activities implied by the competency statements.

Because of the immensity of the tasks of determining the degree of excellence in the performance of activities, it may be necessary to identify the most critical competencies and develop a system for evaluating the performance of the trainees in only the activities related to these competencies. The program is to be commended for assessing whether or not a trainee is familiar with the activities related to a competency, whether or not the

trainee understands the activities related to a competency and whether or not a trainee has had application experiences with the activities related to competency. To do this, however, is not the same as the evaluation of a trainee's ability to perform in terms of certain agreed upon standards of excellence.

SUPERVISION

A unique and commendable aspect of the occupational education administration training program at Southern Illinois University, Carbondale, is the systematic follow-up of the interns on-the-job by both SIU supervisors and by local school supervisors. An intern experience without adequate supervision by qualified supervisors may even produce negative instead of positive results. This program is to be commended for the systematic way the interns are supervised and by the systematic records of the supervision given.

It was not immediately apparent, however, regarding the degree to which the supervisors, both SIU supervisors and local, were aware of what constituted excellence in the performance of the activities related to the competencies being developed. It was also not apparent regarding how the supervisors became knowledgeable of what the trainees were being taught in their Wednesday night group meeting and in their other courses.

It is suggested that a systematic program be considered to provide the supervisors, both SIU and local, with the following:

1. An understanding of how the interns have been taught or are being taught to perform the activities related to the competencies being developed.
2. An understanding of what constitutes excellence in the performance of the activities related to competency statements.
3. An understanding of how the trainees are being taught how to

judge or evaluate their activities and the products of their activities.

4. An understanding of how outsiders such as DVTE advisory committees and the public evaluate the performance outcomes of vocational education administrators.

It is suggested that the supervisors might be assisted in their tasks if they were:

1. Given the standards of excellence, or involved in their development, for the competencies to be developed--a measuring or evaluation device.
2. Encouraged to participate in the Wednesday night group meeting of interns.
3. Involved as team members in the teaching of the courses the trainees take.
4. Involved as a team member in evaluating a school's vocational education program.
5. Involved with a vocational educator in the evaluation of the performance products of the trainees.

TRANSPORTABILITY

The Project Director, Dr. Wayne Ramp, has expressed the hope that the model program under development and implementation will be transportable to other institutions desiring to initiate similar programs. The implications for the project to have national significance are related to this issue of making the program transportable. The following suggestions are made in the hope of implementing this phase of the activity.

1. Experiment with the possibility of placing interns into non-pay or school supported internships.

2. Involve personnel from other senior institutions in identifying problems and concerns in implementing the model. In addition involve local school superintendents, vocational directors and other appropriate personnel in the same activity. In sum, the suggestion is made that an advisory committee to the project be developed that could give input to this important phase of the activity.

SUMMARY

The occupational education administration program phase has successfully concluded the first year of implementation. The second year of the project is currently underway. The project has apparently reached many of the stated specific objectives.

In summary it is believed that what has been done to date is excellent and should be continued. It is suggested that:

1. An advisory committee or committees be used.
2. Intern supervisors, both SIU supervisors and local supervisors, be made more aware of what trainees are being taught regarding what is acceptable performance and how to validate performance.
3. A plan be considered for keeping records on the validation of performance levels of the competencies identified as essential.
4. Further consideration be given to making the plan transportable.

APPENDIX J

LETTER OF COMMENDATION

EDWARDS COUNTY COMMUNITY UNIT

SCHOOL DISTRICT NO. 1

Courthouse Albion, Illinois 62806

Regional Superintendent:
LeRoy L. Harris
Assistant Superintendent:
Paul R. Collins, Jr.

Secretary:
Vera S. Graham
Assistant Secretary:
Marianna Detruf

June 22, 1973

Dr. Wayne S. Ramp
Project Director
Vocational Occupational Education
Southern Illinois University
Carbondale, Illinois 62901

Dear Dr. Ramp:

I'm writing to express some thoughts on the program instituted in Vocational and Technical Education at S.I.U. Our individual, Mr. Steve Pollock, has shown tremendous growth in his ideas, concerns, approaches to problems and in many other ways. His attitude was excellent and now this is even better.

The concern, interest, and direction of the instructors have been most gratifying. I feel that not only has our own director educationally profited from his participation in the class but that I have also. I feel that each school system has been improved with the knowledge gained, new insights offered, old ideas regrouped, students, parents, and citizens of the community becoming better informed, more interested and more supportative of our schools.

Our program has more community support, better publicity and the course offerings have been enriched. The goals have become more realistic, longer ranging and for the students more meaningful.

I'm sure that by now you have gained the idea that I'm very much in favor of this new program. It is with my fullest support that I encourage you to continue this intern program in all areas of the state.

With pride in our program and hope for continued growth and development in Vocational and Technical Education I remain.

Yours sincerely,

LeRoy L. Harris

LeRoy L. Harris, Supt.
Educational Service Region

APPENDIX K

LEVEL OF PROFICIENCY DEVELOPMENT,
PRE-ASSESSMENT AND POST-ASSESSMENT,
PER COMPETENCY PER INTERN

Level of Proficiency Development, Pre-Assessment (Pre) and Post-Assessment (Post)
Per Competency/Per Intern

N = None Level of Proficiency
F = Familiarity Level of Proficiency
U = Understanding Level of Proficiency
A = Application Level of Proficiency

Competency	Christian		Cross		Heavener		Jones		Miller		Oliver		Pollock		Sanderson	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1.1 a	N	A	N	A	N	A	A	-	A	-	N	A	N	A	U	A
b	A	-	N	U	N	A	A	-	A	-	A	-	N	A	A	-
c	N	A	N	A	N	A	A	-	A	-	U	A	N	A	F	A
d	U	-	N	A	N	A	A	-	A	-	A	-	N	A	F	A
e	N	A	N	A	N	U	A	-	N	A	N	A	N	A	N	A
f	N	F	N	U	N	A	A	-	A	-	N	A	N	A	A	-
g	A	-	N	U	N	A	N	A	A	-	U	A	N	A	F	A
h	N	A	A	-	N	U	A	-	A	-	N	A	N	A	F	A
i	N	A	N	A	N	U	A	-	N	U	N	A	N	A	F	A
j	A	-	N	A	N	U	N	A	N	U	F	A	N	A	N	A
k	U	-	N	A	N	A	F	A	N	A	F	A	N	A	N	A
l	U	-	N	A	N	A	A	-	A	-	N	A	N	A	N	A

Competency	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
m	N	U	N	A	N	A	N	F	A	-	F	A	N	A	F	A
n	A	-	N	A	N	A	A	-	A	-	F	A	N	A	A	-
o	A	-	N	A	N	A	N	F	N	A	F	A	N	A	A	-
p	N	A	N	A	A	-	A	-	A	-	N	A	N	A	A	-
q	A	-	N	A	N	U	N	A	A	-	F	A	N	A	A	-
r	U	-	N	A	A	-	A	-	N	A	N	U	N	A	A	-
1.2 a	N	A	N	A	N	U	A	-	A	-	N	A	N	A	A	-
b	N	A	N	A	U	-	A	-	N	N	N	A	N	A	A	-
c	U	-	A	-	A	-	A	-	N	A	N	A	N	A	A	-
d	U	-	A	-	A	-	A	-	N	A	N	A	N	A	A	-
e	U	-	A	-	A	-	A	-	N	A	N	A	N	A	A	-
f	A	-	A	-	A	-	A	-	N	A	N	A	N	A	A	-
g	A	-	A	-	N	A	A	-	N	A	N	A	N	A	A	-
h	N	U	A	-	N	U	F	-	N	A	N	U	N	A	A	-
i	U	-	A	-	N	A	A	-	A	-	F	A	N	A	A	-

Competency	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1.3 a	A	-	N	A	N	U	A	-	N	A	N	A	N	A	A	-
b	A	-	N	U	A	-	A	-	N	A	N	A	N	A	A	-
c	A	-	N	A	N	U	A	-	U	-	N	U	N	A	F	A
d	A	-	N	A	N	A	A	-	A	-	N	A	N	A	A	-
e	N	U	N	U	N	A	N	F	A	-	N	A	N	A	A	-
f	A	-	N	A	N	U	A	-	N	A	F	U	N	A	A	-
g	A	-	N	A	A	-	A	-	A	-	N	A	N	A	A	-
h	A	-	N	A	N	A	A	-	N	A	F	A	N	A	A	-
1.4 a	U	-	N	U	N	A	A	-	N	A	F	A	N	A	A	-
b	U	-	N	U	N	A	A	-	N	A	N	A	N	A	A	-
c	A	-	N	U	N	U	A	-	N	A	N	A	N	A	N	A
d	N	U	N	U	N	U	N	F	N	U	N	A	N	A	N	A
2.1 a	F	-	N	A	N	U	A	-	N	U	N	A	A	-	A	-
b	F	-	N	A	N	U	F	A	N	U	N	A	A	-	A	-
2.2 a	N	A	N	A	N	U	N	A	N	U	N	A	A	-	A	-

Competency		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
2.2	b	N	U	N	A	N	U	N	A	N	U	N	A	A	-	A	-
	c	N	U	N	A	N	U	N	A	N	U	N	A	N	A	N	A
2.3	a	N	U	N	A	N	U	N	A	N	U	N	A	N	A	A	-
	b	N	U	N	A	N	U	U	A	N	U	N	A	N	A	F	A
	c	N	.A	N	A	N	U	N	A	N	U	N	A	N	A	U	-
	d	N	U	N	A	N	U	A	-	N	U	N	A	N	A	U	-
2.4	a	N	U	F	-	N	U	A	-	N	F	N	A	N	A	F	-
	b	A	-	N	U	N	F	A	-	N	N	N	U	A	-	N	F
3.1	a	A	-	N	A	A	-	A	-	A	-	A	-	N	A	U	A
	b	A	-	N	A	A	-	A	-	A	-	A	-	N	A	U	A
3.2	a	N	U	N	U	N	U	A	-	N	N	N	A	N	A	F	A
	b	A	-	N	U	N	U	F	U	N	N	N	U	N	A	F	A
	c	A	-	N	A	N	A	N	U	A	-	U	-	N	A	F	A
	d	A	-	N	A	N	U	A	-	N	A	N	A	N	A	U	A

Competency	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
3.2 e	A	-	N	A	N	U	N	F	N	A	N	U	N	A	N	A
f	A	-	N	A	N	U	N	A	A	-	N	U	N	A	U	A
3.3 a	U	-	N	A	N	U	F	A	A	-	U	-	N	A	F	A
b	U	-	N	U	N	U	F	A	N	U	N	A	N	A	N	A
c	N	U	N	U	N	U	A	-	A	-	N	U	N	A	N	A
d	U	-	N	U	N	U	N	A	N	U	N	U	N	A	U	-
e	N	A	N	A	N	U	N	A	A	-	N	U	N	A	F	A
f	U	-	N	U	N	U	N	F	N	N	N	N	N	A	F	-
g	U	-	N	U	N	U	N	U	N	N	N	U	N	A	N	A
1	A	-	N	U	N	U	F	-	A	-	N	U	N	A	F	A
i	N	A	N	A	A	-	N	A	A	-	N	U	N	A	N	A
j	U	-	N	U	N	U	N	A	N	A	N	A	N	A	U	A
K	A	-	N	A	N	A	N	A	N	A	N	A	N	A	F	A
4.1 a	A	-	N	A	N	U	N	A	N	A	N	A	N	A	F	A
b	U	-	N	A	N	U	N	A	A	-	N	U	N	A	F	A
c	A	-	N	A	U	-	N	A	U	-	N	U	N	A	F	A

Competency	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
4.1 d	A	-	N	A	N	U	A	-	U	-	N	U	N	A	N	A
4.2 a	A	-	N	A	N	A	A	-	N	U	N	A	N	A	F	A
b	A	-	A	-	N	A	N	A	N	A	F	A	N	A	F	A
c	A	-	[illegible]	U	N	U	N	F	N	N	N	U	N	A	N	A
4.3 a	A	-	A	-	A	-	A	-	A	-	N	A	N	A	A	-
b	U	-	N	A	A	-	A	-	N	A	F	A	N	A	A	-
c	N	U	N	F	A	-	A	-	N	N	F	U	N	A	A	-
d	A	-	A	-	A	-	A	-	N	U	N	A	N	A	A	-
e	A	-	A	-	A	-	A	-	N	A	N	A	N	A	A	-
f	A	-	A	-	A	-	A	-	A	-	N	A	A	-	A	-
4.4 a	N	A	N	A	N	A	N	F	N	A	N	A	N	A	N	A
b	N	A	N	A	N	A	A	-	N	A	N	A	N	A	A	-
c	N	A	N	A	A	-	N	F	A	-	N	A	N	A	A	-
d	A	-	N	U	N	U	N	F	N	A	N	U	N	A	A	-
4.5 a	A	-	N	A	N	A	A	-	N	A	F	U	N	A	A	-

Competency	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
4.5 b	A	-	N	A	N	A	N	A	A	-	N	A	N	A	F	A
4.6 a	A	-	N	A	N	A	A	-	N	U	F	A	N	A	N	A
5.1 a	U	-	U	-	N	U	A	-	A	-	N	U	N	A	A	-
b	U	-	N	F	N	U	A	-	N	F	N	A	N	A	A	-
c	A	-	A	-	N	U	A	-	A	-	N	A	N	A	A	-
d	U	-	N	U	N	F	A	-	N	A	N	A	N	A	A	-
e	A	-	A	-	N	A	A	-	N	A	N	A	N	A	A	-
f	U	-	N	A	N	U	A	-	N	N	N	U	N	A	A	-
g	F	-	N	U	N	A	A	-	N	N	N	U	N	A	A	-
h	A	-	N	A	N	A	A	-	A	-	N	U	N	A	A	-
i	A	-	A	-	A	-	A	-	A	-	N	A	A	-	A	-
5.2 a	A	-	N	A	F	A	A	-	A	-	F	A	N	A	A	-
b	A	-	N	A	F	A	F	A	N	U	F	A	N	A	N	A
c	A	-	N	U	N	A	N	F	N	U	F	A	N	A	F	A
d	A	-	N	A	N	A	N	U	A	-	F	U	N	A	U	A

Competency		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
5.2	e	A	-	N	A	N	U	N	A	N	A	F	A	N	A	N	A
	f	A	-	N	A	N	A	N	U	N	U	N	U	N	A	F	A
	g	N	A	N	A	N	A	A	-	N	A	N	A	N	A	A	-
	h	A	-	N	A	N	U	A	-	U	-	N	A	N	A	A	-
	i	A	-	N	A	N	F	A	-	A	-	N	U	N	A	U	A
	j	A	-	N	A	N	A	A	-	A	-	A	-	N	A	N	A
5.3	a	U	-	N	U	N	U	N	F	N	A	F	A	N	A	N	A
	b	U	-	N	A	N	U	F	-	A	-	N	U	N	A	A	-
	c	U	-	N	U	N	U	N	F	N	A	N	U	N	A	F	A
	d	A	-	N	A	N	A	A	-	N	A	N	A	N	A	F	A
	e	U	-	N	U	N	U	N	F	N	A	A	-	N	A	N	A
	f	A	-	N	A	N	U	N	A	N	A	A	-	N	A	A	-
	g	A	-	N	A	N	A	N	F	A	-	A	-	N	A	A	-
	h	A	-	N	A	N	U	N	F	N	A	F	A	N	A	N	A
	i	A	-	N	A	A	-	N	F	A	-	A	-	N	A	A	-
	j	N	U	N	A	N	U	N	U	N	U	N	U	N	A	N	A
	k	A	-	N	A	N	A	A	-	N	A	A	-	N	A	F	A

Competency		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
5.3	1	A	-	N	A	N	A	F	-	A	-	A	-	N	A	A	-
5.4	a	N	U	N	A	A	-	A	-	N	U	A	-	N	A	A	-
	b	N	U	N	A	N	U	A	-	N	N	N	U	N	A	N	A
	c	N	A	N	A	N	A	F	A	N	U	N	U	N	A	N	A
6.1	a	A	-	N	A	N	U	N	A	N	A	F	A	N	A	U	A
	b	U	-	N	A	N	A	A	-	N	F	N	U	N	A	U	A
	c	A	-	N	A	N	A	N	A	A	-	A	-	N	A	N	A
	d	A	-	N	A	N	U	A	-	N	F	F	A	N	A	N	F
e	e	A	-	N	A	N	U	A	-	N	F	N	U	N	A	N	F
	f	N	A	N	A	N	A	A	-	N	U	N	A	N	A	A	-
	g	N	A	N	A	N	A	N	A	N	U	A	-	N	A	U	A
	h	A	-	N	A	N	A	N	A	U	-	F	U	N	A	N	F
	i	U	-	N	A	N	A	N	A	N	A	N	U	N	A	N	A
	j	N	A	N	A	N	U	N	A	N	U	F	U	N	A	U	A
6.2	a	A	-	N	A	A	-	A	-	A	-	F	U	N	A	A	-

Competency	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
6.2 b	A	-	N	A	N	U	A	-	U	-	U	-	N	A	F	A
c	A	-	N	A	N	A	A	-	A	-	A	-	N	A	N	A
d	A	-	N	A	N	A	F	A	N	N	F	A	N	A	U	A
e	A	-	N	A	F	A	N	A	A	-	A	-	N	A	A	-
6.3 a	A	-	N	U	N	A	A	-	U	-	A	-	N	A	F	A
b	A	-	N	U	N	A	A	-	A	-	A	-	N	A	N	A
7.1 a	U	-	A	-	F	-	A	-	U	-	N	U	A	-	A	-
b	U	-	N	A	N	A	A	-	U	-	N	A	A	-	A	-
c	U	-	N	A	N	U	A	-	N	U	N	F	N	A	A	-
d	U	-	N	U	N	U	A	-	A	-	N	U	N	A	A	-
7.2 a	A	-	A	-	N	A	A	-	N	A	N	A	A	-	A	-
b	A	-	A	-	A	-	A	-	N	A	N	A	N	A	A	-
c	U	-	N	U	N	A	A	-	A	-	N	A	N	A	A	-
d	U	-	N	F	N	U	A	-	N	N	N	A	N	A	A	-
e	A	-	N	A	N	U	A	-	A	-	N	U	N	A	A	-

Competency	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
7.2 f	U	-	N	A	A	-	A	-	A	-	N	A	A	-	A	-
g	A	-	N	A	N	A	A	-	U	-	N	A	N	A	A	-
h	A	-	N	A	A	-	A	-	F	A	N	A	A	-	A	-
i	N	A	A	-	N	F	A	-	U	-	A	-	N	A	A	-
j	A	-	N	A	N	U	A	-	N	A	N	A	N	A	A	-
7.3 a	F	-	A	-	N	F	F	-	N	F	N	U	A	-	A	-
b	U	-	U	-	N	F	Ă	-	N	N	A	-	N	A	A	-
c	F	-	N	A	N	A	F	-	N	N	N	A	N	A	A	-
d	A	-	N	A	A	-	A	-	U	-	N	U	A	-	A	-
e	U	-	N	A	N	U	A	-	F	-	N	A	N	A	A	-

APPENDIX L

LEVEL OF PROFICIENCY DEVELOPMENT PER COMPETENCY
COMPOSITE FOR EIGHT INTERNS

Level of Proficiency Development Per Competency
Composite - Eight Interns

N = None Level of Proficiency
F = Familiarity Level of Proficiency
U = Understanding Level of Proficiency
A = Application Level of Proficiency

	Pre Assessment				Post Assessment			
Competency	N	F	U	A	N	F	U	A
1.1 a	5	0	1	2	0	0	0	6
b	3	0	0	5	0	0	1	2
c	4	1	1	2	0	0	0	6
d	3	1	1	3	0	0	0	4
e	7	0	0	1	0	0	1	6
f	5	0	0	3	0	1	1	3
g	4	1	1	2	0	0	1	5
h	4	1	0	3	0	0	1	4
i	6	1	0	1	0	0	2	5
j	6	1	0	1	0	0	2	5
k	5	2	1	0	0	0	0	7
l	5	0	1	2	0	0	0	5
m	5	2	0	1	0	1	1	5
n	3	1	0	4	0	0	0	4
o	5	1	0	2	0	1	0	5
p	4	0	0	4	0	0	0	4
q	4	1	0	3	0	0	1	4
r	4	0	1	3	0	0	1	3
1.2 a	5	0	0	3	0	0	1	4

Competency	Pre Assessment N	F	U	A	Post Assessment N	F	U	A
1.2 b	5	0	1	2	1	0	0	4
c	3	0	1	4	0	0	0	3
d	3	0	1	4	0	0	0	3
e	3	0	1	4	0	0	0	3
f	3	0	0	5	0	0	0	3
g	4	0	0	4	0	0	0	4
h	5	1	0	2	0	0	3	2
i	2	1	1	4	0	0	0	3
1.3 a	5	0	0	3	0	0	1	4
b	4	0	0	4	0	0	1	3
c	4	1	1	2	0	0	2	3
d	4	0	0	4	0	0	0	4
e	6	0	0	2	0	1	2	3
f	4	1	0	3	0	0	2	3
g	3	0	0	5	0	0	0	3
h	4	1	0	3	0	0	0	5
1.4 a	4	1	1	2	0	0	1	4
b	5	0	1	2	0	0	1	4
c	6	0	0	2	0	0	2	4
d	8	0	0	0	0	1	4	3
2.1 a	4	1	0	3	0	0	2	2
b	4	2	0	2	0	0	2	3

Competency	Pre Assessment N	F	U	A	Post Assessment N	F	U	A
2.2 a	6	0	0	2	0	0	2	4
b	6	0	0	2	0	0	3	3
c	8	0	0	0	0	0	3	5
2.3 a	7	0	0	1	0	0	3	4
b	6	1	1	0	0	0	3	5
c	7	0	1	0	0	0	2	5
d	6	0	1	1	0	0	3	3
2.4 a	5	2	0	1	0	1	2	2
b	5	0	0	3	1	2	2	0
3.1 a	2	0	1	5	0	0	0	3
b	2	0	1	5	0	0	0	3
3.2 a	6	1	0	1	1	0	3	3
b	5	2	0	1	1	0	4	2
c	4	1	1	2	0	0	1	4
d	5	0	1	2	0	0	1	5
e	7	0	0	1	0	1	2	4
f	5	0	1	2	0	0	2	4
3.3 a	3	1	1	1	0	0	1	4
b	6	1	1	0	0	0	3	4
c	6	0	0	2	0	0	4	2
d	6	0	2	0	0	0	4	2

Competency	Pre Assessment				Post Assessment			
	N	F	U	A	N	F	U	A
3.3 e	6	1	0	1	0	0	2	5
f	6	1	1	0	2	1	2	1
g	7	0	1	0	1	0	4	2
h	4	2	0	2	0	0	3	2
i	6	0	0	2	0	0	1	5
j	6	0	2	0	0	0	2	5
k	6	1	0	1	0	0	0	7
4.1 a	6	1	0	1	0	0	1	6
b	5	1	1	1	0	0	2	4
c	4	1	2	1	0	0	1	4
d	5	0	1	2	0	0	2	3
4.2 a	5	1	0	2	0	0	1	5
b	4	2	0	2	0	0	0	6
c	7	0	0	1	1	1	3	2
4.3 a	2	0	0	6	0	0	0	2
b	3	1	1	3	0	0	0	4
c	4	1	0	3	1	1	2	1
d	3	0	0	5	0	0	1	3
e	3	0	0	5	0	0	0	3
f	1	0	0	7	0	0	0	1
4.4 a	8	0	0	0	0	1	0	7
b	6	0	0	2	0	0	0	6

Competency	Pre Assessment N	F	U	A	Post Assessment N	F	U	A
4.4 c	5	0	0	3	0	1	0	4
d	6	0	0	2	0	1	3	2
4.5 a	4	1	0	3	0	0	1	4
b	5	1	0	2	0	0	0	6
4.6 a	5	1	0	2	0	0	1	5
5.1 a	3	0	2	3	0	0	2	1
b	5	0	1	2	0	2	1	2
c	3	0	0	5	0	0	1	2
d	5	0	1	2	0	1	1	3
e	4	0	0	4	0	0	0	4
f	5	0	1	2	1	0	2	2
g	5	1	0	2	1	0	2	2
h	4	0	0	4	0	0	1	3
i	1	0	0	7	0	0	0	1
5.2 a	2	2	0	4	0	0	0	4
b	4	3	0	1	0	0	1	6
c	5	2	0	1	0	1	2	4
d	4	1	1	2	0	0	2	4
e	6	1	0	1	0	0	1	6
f	6	1	0	1	0	0	3	4
g	6	0	0	2	0	0	0	6
h	4	0	1	3	0	0	1	3

Competency	Pre Assessment N	F	U	A	Post Assessment N	F	U	A
5.2 i	4	0	1	3	0	1	1	3
j	4	0	0	4	0	0	0	4
5.3 a	6	1	1	0	0	1	2	4
b	4	1	1	2	0	0	2	2
c	6	1	1	0	0	1	3	3
d	5	1	0	2	0	0	0	6
e	6	0	1	1	0	1	2	3
f	5	0	0	3	0	0	1	4
g	4	0	0	4	0	1	0	3
h	6	1	0	1	0	1	1	5
i	3	0	0	5	0	1	0	2
j	8	0	0	0	0	0	5	3
k	4	1	0	3	0	0	0	5
l	3	1	0	4	0	0	0	3
5.4 a	4	0	0	4	0	0	2	2
b	7	0	0	1	1	0	3	3
c	7	1	0	0	0	0	2	6
6.1 a	5	1	1	1	0	0	1	6
b	5	0	2	1	0	1	1	4
c	5	0	0	3	0	0	0	5
d	5	1	0	2	0	2	1	3
e	6	0	0	2	0	2	2	2
f	6	0	0	2	0	0	1	5

Competency	Pre Assessment N	F	U	A	Post Assessment N	F	U	A
6.1 g	6	0	1	1	0	0	1	6
h	5	1	1	1	0	1	1	4
i	7	0	1	0	0	0	1	6
j	6	1	1	0	0	0	3	5
6.2 a	2	1	0	5	0	0	1	2
b	3	1	2	2	0	0	1	3
c	4	0	0	4	0	0	0	4
d	4	2	1	1	1	0	0	6
e	3	1	0	4	0	0	0	4
6.3 a	3	1	1	3	0	0	1	3
b	4	0	0	4	0	0	1	3
7.1 a	1	1	2	4	0	0	1	0
b	3	0	2	3	0	0	0	3
c	5	0	1	2	0	1	2	2
d	4	0	1	3	0	0	3	1
7.2 a	3	0	0	5	0	0	0	3
b	3	0	0	5	0	0	0	3
c	4	0	1	3	0	0	1	3
d	5	0	1	2	1	1	1	2
e	4	0	0	4	0	0	2	2
f	2	0	1	5	0	0	0	2
g	4	0	1	3	0	0	0	4

Competency	Pre Assessment				Post Assessment			
	N	F	U	A	N	F	U	A
7.2 h	2	1	0	5	0	0	0	3
i	3	0	1	4	0	1	0	2
j	5	0	0	3	0	0	1	4
7.3 a	3	2	0	3	0	2	1	0
b	3	0	2	3	1	1	0	1
c	5	2	0	1	1	0	0	4
d	2	0	1	5	0	0	1	1
e	4	1	1	2	0	0	1	3

APPENDIX M

INTERNS' PERCEPTIONS OF THE RELATIVE IMPORTANCE AND METHOD OF COMPETENCY ATTAINMENT FOR EACH COMPETENCY

Intern's Perceptions of the Relative Importance and Method of Competency Attainment for Each Competency

Index of Importance:

1 = Very Unimportant
2 = Unimportant
3 = Important
4 = Very Important

Competency	Method				Importance
Number	Course Work		Internship		Average
	N	%	N	%	
1.1a	0	0	8	100	3
b	3	37.5	5	62.5	2.5
c	1	12.5	7	87.5	2.6
d	3	37.5	5	62.5	2.3
e	0	0	8	100	3.3
f	2	25	6	75	2.6
g	6	75	2	25	2.3
h	0	0	8	100	2.6
i	2	25	6	75	2.6
j	5	62.5	3	37.5	2.3
k	1	12.5	7	87.5	2.8
l	5	62.5	3	37.5	2.8
m	3	37.5	5	62.5	2.5
n	4	50	4	50	3.0
o	4	50	4	50	2.3
p	1	12.5	7	87.5	2.6
q	2	25	6	75	2.6

Number	Course Work		Internship		Average
	N	%	N	%	
1.1r	4	50	4	50	2.5
1.2a	4	50	4	50	2.8
b	4	50	4	50	2.4
c	2	25	5	62.5	2.8
d	2	25	6	75	2.9
e	2	25	6	75	2.8
f	0	0	8	100	2.9
g	0	0	8	100	2.8
h	2	25	6	75	2.6
i	0	0	8	100	2.6
1.3a	2	25	6	75	2.3
b	2	25	6	75	2.3
c	4	50	4	50	2.5
d	1	12.5	7	87.5	2.4
e	3	37.5	5	62.5	2.3
f	3	37.5	5	62.5	2.5
g	5	62.5	3	37.5	2.5
h	4	50	4	50	2.6
1.4a	3	37.5	5	62.5	2.3
b	0	0	8	100	2.9
c	0	0	8	100	3.0
d	0	0	8	100	2.9

Number	Course Work		Internship		Average
	N	%	N	%	
2.1a	4	50	4	50	2.4
b	4	50	4	50	2.4
2.2a	6	75	1	12.5	2.8
b	7	87.5	1	12.5	2.3
c	6	75	2	25	2.3
2.3a	4	50	3	37.5	2.4
b	2	25	5	62.5	2.4
c	3	37.5	4	50	2.4
d	3	37.5	4	50	2.3
2.4a	3	37.5	4	50	2.9
b	5	62.5	3	37.5	2.3
3.1a	0	0	8	100	3.1
b	0	0	8	100	2.8
3.2a	4	50	4	50	2.3
b	3	37.5	5	62.5	2.5
c	3	37.5	5	62.5	2.3
d	3	37.5	5	62.5	2.0
e	4	50	4	50	1.8
f	4	50	4	50	1.9

Number	Course Work		Internship		Average
	N	%	N	%	
3.3a	5	62.5	3	37.5	2.4
b	7	87.5	1	12.5	2.4
c	2	25	6	75	2.3
d	7	87.5	1	12.5	2.3
e	3	37.5	5	62.5	2.3
f	3	37.5	5	62.5	2
g	3	37.5	5	62.5	2.1
h	3	37.5	5	62.5	2.4
i	1	12.5	7	87.5	2.5
j	1	12.5	7	87.5	2.5
k	1	12.5	7	87.5	2.6
4.1a	3	37.5	5	62.5	2.6
b	4	50	4	50	2.4
c	2	25	6	75	2.8
d	4	50	4	50	2.5
4.2a	3	37.5	5	62.5	2.0
b	3	37.5	5	62.5	2.4
c	3	37.5	5	62.5	2.0
4.3a	0	0	8	100	2.9
b	0	0	8	100	3.1
c	2	25	6	75	2.6
d	0	0	8	100	2.6
e	0	0	8	100	2.8

Number	Course Work		Internship		Average
	N	%	N	%	
4.3f	1	12.5	7	87.5	2.9
4.4a	3	37.5	5	62.5	2.6
b	0	0	8	100	2.8
c	0	0	8	100	2.5
d	3	37.5	5	62.5	2.5
4.5a	3	37.5	5	62.5	2.8
b	0	0	8	100	2.5
4.6a	3	37.5	5	62.5	2.4
5.1a	3	37.5	5	62.5	2.6
b	2	25	6	75	1.8
c	1	12.5	7	87.5	2.4
d	1	12.5	7	87.5	2.6
e	2	25	6	75	2.6
f	1	12.5	7	87.5	2.6
g	2	25	6	75	2.6
h	2	25	6	75	2.5
i	0	0	8	100	2.8
5.2a	2	25	6	75	2.8
b	5	62.5	3	37.5	2.3
c	2	25	6	75	2.5
d	1	12.5	7	87.5	2.4

Number	Course Work		Internship		Average
	N	%	N	%	
5.2e	2	25	6	75	2.6
f	4	50	4	50	2.6
g	0	0	8	100	2.5
h	1	12.5	7	87.5	2.6
i	1	12.5	7	87.5	2.8
j	3	37.5	5	62.5	2.6
5.3a	5	62.5	2	25	2.1
b	5	62.5	3	37.5	2.4
c	3	37.5	5	62.5	2.4
d	3	37.5	5	62.5	2.4
e	2	25	6	75	2.5
f	2	25	6	75	2.4
g	0	0	8	100	2.4
h	0	0	8	100	2.3
i	2	25	6	75	2.9
j	5	62.5	3	37.5	2.3
k	0	0	8	100	2.9
l	2	25	6	75	2.6
5.4a	0	0	8	100	2.9
b	3	25	6	75	2.5
c	0	0	8	100	2.9
6.1a	3	37.5	5	62.5	2.6

Number	Course Work		Internship		Average
	N	%	N	%	
6.1b	5	62.5	3	37.5	2.6
c	1	12.5	7	87.5	2.9
d	2	25	6	75	2.8
e	2	25	6	75	2.8
f	0	0	8	100	3.3
g	1	12.5	7	87.5	2.8
h	1	12.5	7	87.5	2.5
i	4	50	4	50	2.6
j	2	25	6	75	2.3
6.2a	0	0	8	100	2.4
b	3	37.5	5	62.5	3.0
c	2	25	6	75	2.5
d	3	37.5	5	62.5	2.5
e	2	25	6	75	2.5
6.3a	5	62.5	3	37.5	2.5
b	4	50	4	50	2.6
7.1a	1	12.5	7	87.5	2.8
b	0	0	6	75	2.9
c	1	12.5	7	87.5	2.5
d	1	12.5	7	87.5	2.1
7.2a	0	0	8	100	2.8

Number	Course Work		Internship		Average
	N	%	N	%	
7.2b	0	0	8	100	2.9
c	0	0	8	100	2.9
d	2	25	6	75	2.6
e	1	12.5	7	87.5	2.8
f	0	0	8	100	2.8
g	0	0	8	100	2.6
h	1	12.5	7	87.5	2.8
i	0	0	8	100	2.9
j	1	12.5	7	87.5	2.9
7.3a	4	50	4	50	2.5
b	2	25	6	75	1.9
c	0	0	7	87.5	2.1
d	0	0	8	100	2.4
e	0	0	8	100	2.4

APPENDIX N

BIBLIOGRAPHY OF INSTRUCTIONAL MATERIALS USED IN ACADEMIC PORTION OF TRAINING PROGRAM

BIBLIOGRAPHY OF INSTRUCTIONAL MATERIALS USED IN ACADEMIC PORTION OF TRAINING PROGRAM

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